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ABSTRACT

Curricula, degree requirements, learning activities, and performance objectives are detailed for vocational programs in graphic arts, hotel and restaurant management, motorcycle repair, and registered nursing (RN) and practical nursing (PN) at Pensacola Junior College (PJC). Following background material describing a long-term project at PJC to develop competency-based vocational programs, definitions of competency-based education (CBE) and related terms are presented. Next, the seven steps in developing a CBE curriculum are enumerated and described, i.e., forming advisory committees, identifying major learning outcomes, developing courses, establishing evaluation criteria, reviewing programs, conducting graduate follow-up studies, and revising programs. Then, a detailed description of each of the five sample vocational programs is provided. With some variations, the program descriptions contain an outline of the curriculum and sequence of courses; major learning outcomes of the curriculum and sequence of courses; learning outcomes and activities for specific courses; and sample employer survey instruments listing job-entry competencies and requesting information on the relative importance of each. The RN program model includes a curriculum option articulated with the PN curriculum at PJC, which allows advanced standing for RN entrants who are graduates of the 1-Year PN program. (KL)

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PERFORMANCE OUTCOMES AND PERFORMANCE STANDARDS FOR SELECTED OCCUPATIONAL PROGRAMS

NOOJIN WALKER, EDITOR

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PROJECT MEMBERSHIP

PROGRAM MANAGERS

Graphic Arts	Randy Kidd Instructor of Graphic Arts Department of Visual Arts
Hotel/Restaurant Management	Olin Thompson Cafeteria Manager and Instructor Department of Home Economics
Motorcycle Repair	Art Hyland Head, Department of Transportation Technology
Practical Nursing	Margaret McCurdy Head, Department of Medical Health Education
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STAFF

Trainer	Richard Bedics Dean, Division of Instructional Services

PROJECT OBJECTIVES

The Identification and Evaluation of Job-Entry Competencies was the final portion of a long-term project designed to develop certain vocational programs as competency-based education (CBE). The consensus was that CBE would bring to the instructional program a higher degree of efficiency and effectiveness than had been experienced previously at Pensacola Junior College.

The total project consisted of three major phases. Phase One consisted to the development within the faculty of a fluency in the identification and evaluation of behavioral objectives. Syllabi for all courses were reconstructed in behavioral terms.

The second phase dealt with the identification of the prerequisite competencies students would need if they were to succeed in the program. Basic communication and computation skills were identified, and evaluation criteria were defined. Additional skills in the cognitive, psychomotor, and affective domain were also identified. The product of this second phase was reported in A Report for the Entry-Level Project for Selected Vocational Programs, 1978-79.

The third phase focused on the competencies the employer expects of a job-entry person. The competencies were not limited to the occupational skills, per se, but included related education--communication skills, computational skills, safety, and human relations as either customer relations or industrial relations. Evaluation criterion and follow-up activities were developed for each.

The third phase has been disseminated as The Identification and Evaluation of Job Entry Competencies, 1979, and Competency-Based Occupational Programs: Identification, Structuring and Evaluation, 1980. All of the products of the project are available through ERIC (Educational Resources Information Center).

Structurally, the total project was based on seven specific tasks:

Task 1 To develop behaviorally stated objectives for all courses.

Objective (a) To obtain behaviorally stated course objectives.

(b) To have the faculty learn how to develop behavioral objectives.

Task 2 To develop evaluation instruments to measure the attainment of the behavioral objectives.

Objective (a) To obtain evaluation instruments.

(b) To have the faculty learn how to develop evaluation methodologies compatible with the objectives.

Task 3 To change from "intuitively deducted" objectives to objectives based on needed competencies.

Objective (a) To learn how to define needed competencies.

Task 4 To establish prerequisite competencies for entry into programs using skills acquired in Tasks 1 and 3.

Objective (a) To define the minimum competency level required for a reasonable expectation of success in the program.

Task 5 To identify and define competencies expected by an employer using skills acquired in Tasks 1 and 3.

Objective (a) To learn how to identify needed competencies.

(b) To define the competencies.

Task 6 To develop evaluation techniques to measure the obtained competency level using skills acquired in Task 2.

Objective (a) To develop specific evaluation techniques and materials with an emphasis upon an ease of utilization.

Task 7 To develop a system of follow-up as the final portion of the evaluation scheme.

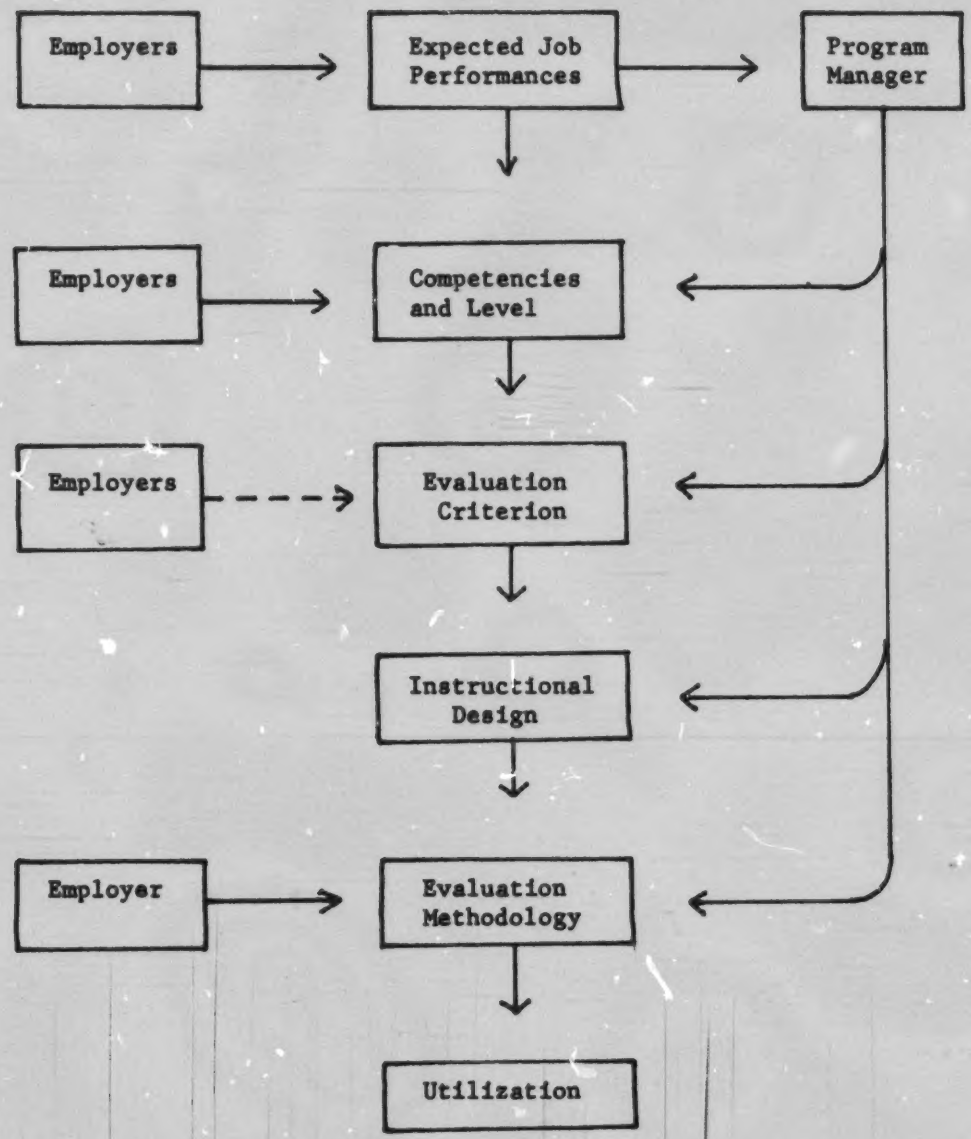
Objective (a) To put into operation an evaluation of the graduate's performance at the job site.

Objective (b) To develop an evaluation which will function within the constraints of practical manageability and economic impact.

The seven tasks utilized a spiral approach with each task being revisited as the teachers' competence in CBE developed. An important part of the process was a constant review and evaluation of CBE programs under development nationwide, and the participation in the Council for the Advancement of Experiental Learning (CAEL) workshops. Materials, located and made available by the Florida Education Information System (FEIS) and Florida Resources in Education Exchange (FREE) of the State Department of Education, were invaluable.

An absolutely essential component of the identification and definition of competencies was the input from potential employers. Every occupational program at Pensacola Junior College had an advisory committee comprised of employers within the district. The advisory committee communicated with the department head and program manager to identify the performances expected of the entrant into the job. As the program objectives solidified, the advisory committee reviewed the development of the evaluation design and materials. The control of the program and the final decisions regarding content and structure remained with the department head. The Project Design Flow Chart pictures the developmental sequence of Phase Three of the total project.

PROJECT DESIGN
FLOW CHART



The results of the project have proven to be highly beneficial at Pensacola Junior College. We do not propose that these program competencies are directly applicable, in total, to other schools' programs, because each school's program should be based upon its local employer's needs and expectations. But, we do endorse the methods by which the competencies were identified and evaluated. Furthermore, we hope that the materials contained in this document will serve as a guide for those who are interested in converting their own programs to competency-based education.

Noojin Walker
Vice President for Academic Affairs
Pensacola Junior College
June 30, 1982

COMPETENCY-BASED EDUCATION:

WHAT IT IS

"Competency-based education is education that focuses on the outcomes of the formal educational process so that those outcomes are defined, agreed upon, and publicly stated in terms of assessable student behaviors. Appropriate assessment instruments and processes are developed and learning experiences designed to assist students in gaining the required competencies are offered.

This understanding of competency-based education does not include the specification of any particular teaching mode or strategy, and/or special curriculum. It does require that a consensus be reached on the expectations for students which are to result from educational experiences and that the expectations be stated in terms of assessable behaviors."[1]

Competence is defined as..

..Behavior integrated with knowledge

Competence is stated in terms of..

..A general ability necessary to the effective functioning of a professional

Competence is demonstrated by..

..Observable behaviors/performances

..Past experiences which sufficiently indicate ability in a given area

---

[1]O'Connell, W. R., Improving Undergraduate Education in the South, SREB: Atlanta, 1979.

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..."Products" developed

..Documentation by former/present colleagues, teachers, employers, associates, etc.

Competence is measured by..

..Designing a performance situation where behaviors can be viewed

..Establishing criteria which differentiate a competent performance from a less-than-competent performance.

DEFINITIONS

In developing a method for characterizing the various roles, tasks, and responsibilities associated with community college personnel, we need to establish a common vocabulary. Although the terms and definitions listed below may well be identified using other equally acceptable words, let's agree upon the following:

POSITION/JOB-
the overall category into which one's duties are classified. Counselor, teacher, provost, and lifeguard are examples of positions.

FUNCTIONS-
the roles a person in a certain position is expected to take on; the specific components of a position which an individual institution or employer identifies as essential elements of that position. For example, in one institution to fill the position of faculty member one may need to function both as a classroom teacher and as an academic advisor. A lifeguard in a particular county may need to perform the function of lifesaving, teaching swimming, and cleaning the beach.

COMPETENCIES-
the characteristics or abilities one needs to perform the function(s) effectively. To be competent, one must integrate knowledge with behavior. For example, to be a competent classroom teach, one must not only know the learning theory, one must be able to apply this theory to specific situations. To be a competent lawyer, one must not only know the law, one must also be able to interpret and communicate it in specific situations.

COMPETENCY STATEMENTS-
statements identifying the general abilities one needs to function effectively as a professional. These statements identify both what one must know and what one must demonstrate. For example, to function effectively as a lifeguard, one may need to be competent at working/communicating with people in many age groups. The general competency is interpersonal communication. The competency statement, when applied to the behavior and knowledge requirements of a lifeguard is: "He/She must demonstrate that he/she can communicate (behavior) rules and regulations (knowledge) of the beach to people in a friendly yet effective manner (more behavior)." Just as some functions are identified as the roles of a position in some institutions but not in others, some competencies associated with a given function may not always and everywhere be necessary to carrying out that function effectively.

ic tasks, abilities, attitudes, and knowledge bases by
lentifies the "job well done". Criteria get closer to

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the evidence upon which judgments and evaluations are made than do competency statements, functions, or positions. If a judgment of competency is based on several criteria, it is simply easier to verify and reach consensus about competency. Some of the criteria for demonstrating competency in problem solving might be:

1. Identifies the cause of the problem
2. Finds alternate solutions
3. Evaluates plan for implementation

What becomes apparent is that this process of becoming increasingly more specific could go on ad infinitum. For the lifeguard, one criterion to demonstrate competence in swimming may be "swims against currents in adverse conditions". One could then ask for criteria for swimming against currents. However, while this may be important to cite for the novice swimmer, it is not necessary for the professional. The attempt is not to get so detailed as to lose sight of the overall position and function within which competent behavior is expected, but rather to move somewhere in between abstract generalities like, "She'd make a great secretary" and over-simplified specifics like, "She sharpens pencils in five seconds flat".

AN OVERVIEW OF THE PROCESS

STEP 1: ADVISORY COMMITTEES

Contact is made with prospective employers via the program advisory committee and direct-mail surveys. The purpose is to learn what the employer expects the job-entry employee to be able to do. The program objective, therefore, becomes that of producing graduates who possess the competencies necessary for success in the occupation.

SKILL RATING SHEET

Marketing and Marketing with Wholesale Emphasis

Name of Occupation_____

Location_____

Person Interviewed_____

by: Francis Scott Key, Jr.

Employer_____ Graduate_____

Does this job require the employee to:	Necessary	Desirable	Un-necessary	N/A
1. Verify the receiving and shipping of merchandise				
2. Prepare purchasing and inventory control reports				
3. Give sales presentations (inside or outside)				
4. Perform accounting procedures				
5. Project sales forecast				
6. Prepare a sales promotion campaign				
7. Prepare an advertising campaign				
8. Use break-even analysis				
9. Prepare pricing policies				
10. Develop strategies to attract new markets				
Any additional behaviors you may require:				

STEP 2: THE MAJOR LEARNING OUTCOMES

The faculty identify the major learning outcomes of the program based upon the competencies expected by the employers. These outcomes become the focal point toward which all course content and activities are directed. Everything leads to these outcomes, which are composed of a hierarchy of sub-competencies -- each of which is mastered.

LEARNING OUTCOMES

MARKETING PROGRAMS

1. The student will be able to evaluate the general market before selecting a specific target market for an organization. The target market selected must compliment the image of the retail store and the brands of products offered by the retailer.

2. When placed in a selling situation, the student will be able to give a complete sales presentation to any customer and establish contact with any customer, in the future, at all times.

3. The student will be able to organize a sales promotion campaign that will attract the target customers for any retail store. The sales promotion campaign must support the sales personnel and generate an additional flow of target customers into the retail store.

4. The student will be able to organize an advertising campaign that will compliment the social and economic images of a retailer's target market. The advertising campaign must get the retailer's customers into the store.

5. The student will be able to calculate the break-even point in dollar sales and in units sold when determining at what point the organization will start making a profit. 100% accuracy is required.

6. The student will be able to organize pricing policies that will benefit the seller and encourage the target customers to patronize the store. The pricing policies must be legal, compliment the economic image of the target market, and provide the seller with a profit.

STEP 3: COURSE DEVELOPMENT

Courses are developed which contain the content and activities leading to the major learning outcomes of the program. The activities give the student the practice in doing what the employer expects the job-entry worker to do. The practice develops competence.

The related education -- the essential skills of communication and computation, and general education -- receives the same degree of attention as does the occupational component.

LEARNING OUTCOMES

MARKETING COURSES

MAR 1101 - Salesmanship

1. Given six (6) cases in selling, the student will be able to explain the influences behind most consumer purchasing. The explanation must include the impact of the self-concept, economic, and emotional motives.

2. Given six (6) cases in selling, the student will be able to describe the types of closing techniques used in each case. An explanation as to why a particular closing technique was best must be given.

3. The student will be able to give three (3) complete sales presentations and the product must be brought to class (when applicable). The student must demonstrate the following:

   (a) acceptable personal characteristics
   (b) product knowledge
   (c) avoidance of errors
   (d) self-confidence
   (e) overcome objections
   (f) attention, interest, and action
   (g) an effective closing

   Each presentation must last at least 25 minutes.

MAR 2011 - Marketing

1. Given six (6) marketing cases, the student will be able to describe potential target markets and their impact in selected market situations. The selections must be supported by an explanation of the market segmentation processes.

2. Given solutions to six (6) pricing situation, the student will be able to explain the best alternative and tell why it was selected by using break-even charts.

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STEP 4: EVALUATION

Evaluative criterion are established by the faculty to measure student competence. The evaluation activities are directly related to the competencies expected, and are self-evident from the statement of the course's learning outcome. As nearly as possible, the same criteria is used in the class as will be used by the employer.

The student:

will make a sales presentation.

will replace a carburetor.

will record a patient's history.

will prepare a rental agreement from pertinent information.

will mix 1/2 yard of 1, 2, 3 concrete.

will prune a grape vine.

will price a printing job from pertinent information.

will braze two 1/2 inch thick cast iron plates.

will complete a set of insurance claim forms.

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STEP 5: REVIEW

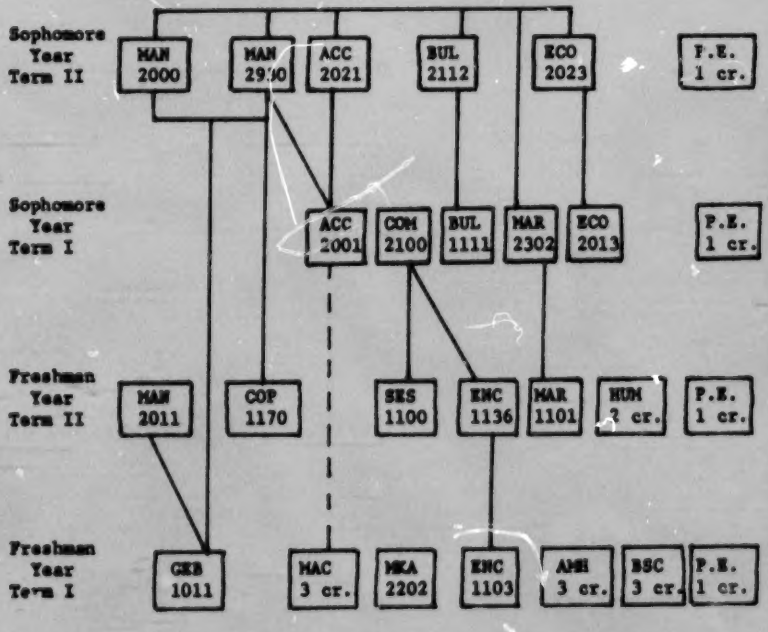
The entire program is reviewed by the advisory committee. It is graphically represented in a map form showing the relationship among the occupational courses, the support, and the general educational courses. The sequence, hierarchy, and the prerequisites are shown. Subsequent to the review, the program is implemented.

STEP 5: REVIEW

The entire program is reviewed by the advisory committee. It is graphically represented in a map form showing the relationship among the occupational courses, the support, and the general educational courses. The sequence, hierarchy, and the prerequisites are shown. Subsequent to the review, the program is implemented.

PROPOSED MARKETING PROGRAM MAP

A.S. DEGREE



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STEP 6: FOLLOW-UP

"Follow-up" is initiated automatically by the Office of Placement and Follow-Up. Direct-mail surveys and telephone inquiries are used to contact actual employers and program graduates. The employer is asked to evaluate the program graduate he/she has employed in terms of on-the-job competence. The program graduate is asked to evaluate the training received, and its direct relationship to the competence required on-the-job. The information obtained is for the primary purpose of identifying program weaknesses.

STEP 7: REVISION

Revision of occupational programs is continuous. Each cycle involves the advisory committee, the employer, the graduate, and the faculty.

The total process - steps 1 through 7 -- has been completed and put into practice at Pensacola Junior College in 53 programs, such as the following:

Auto Mechanics	Auto Body Repair
Child Care	Auto Body Refinishing
Early Childhood Education	Building Maintenance
Cosmetology	Business
Dental Hygiene	Civil Engineering Technology
Electronics	Computer Science
Executive Secretary	Corrections
Fashion Merchandising	Law Enforcement
Clerical	Drafting
Legal Secretary	Environmental Engineering Technology
Medical Secretary	Legal Assistant
Office Management & Supervision	Management

PROGRAM: Graphic Arts

PROGRAM MANAGER:

Randy G. Kidd
Department of Visual Arts
Pensacola Junior College

The graduate of the one year Graphic Arts Program receives a Certificate of Occupational Proficiency. Upon successful completion of additional collegiate courses in English, Biology, Social Studies, Humanities, and a special course in Occupational Specialization, one is eligible for an Associate of Science Degree. He or She is prepared with current job-entry level skills for immediate employment as a layout person, photo typesetter trainee, process camera operator with experience in line and halftone conversions, image assembler/platemaker, offset duplicator operator, offset press apprentice, bindery trainee, and screen printer.

Formal education may be continued to certain four-year universities with the A.S. and certificate course work applicable towards degrees in Printing, Industrial/Vocational Education and Commercial Design.

The program graduate has a solid foundation in the technical and theoretical principles in the profession of small commercial printer.

Calendared industry review and professional consultation are used as criteria for program evaluation. The six (6) hours of elective courses give the graduate the opportunity to concentrate efforts in an area of his/her strength for additional personal development.

GRAPHIC ARTS PROGRAM OUTLINE

CERTIFICATE COMPONENT

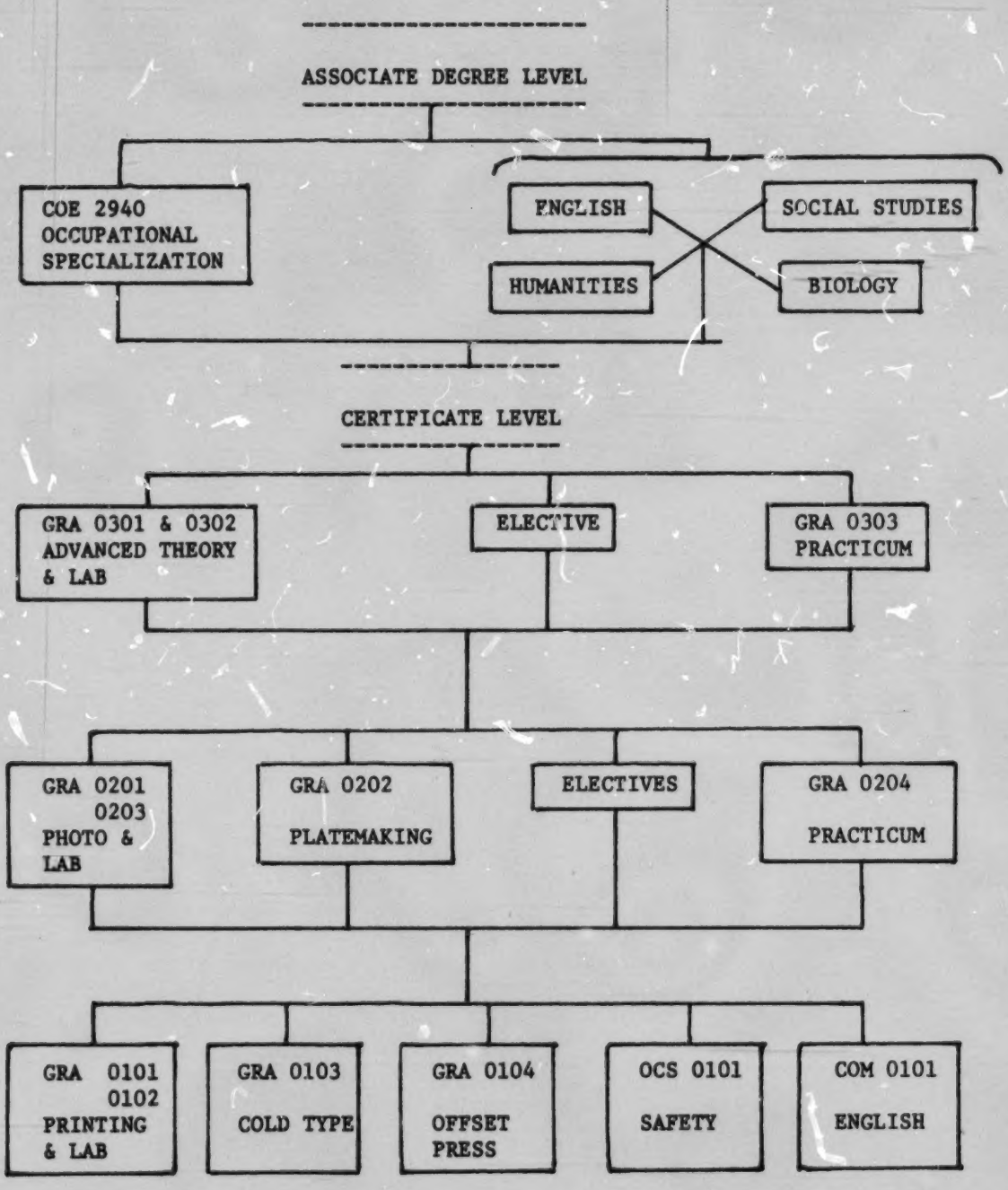
Course Number	Course	Credits	Hours per week
	TERM I		
GRA 0101	Printing Processes Theory	2	2
GRA 0102	Printing Processes Lab	3	6
GRA 0103	Cold Type Composition	3	6
GRA 0104	Offset Press Operations	3	6
ENC 0101	Communication Skills (English)	3	3
OCS 0101	Occupational Safety	2	2
		16	25
	TERM II		
GRA 0201	Photographic Reproduction Theory	2	2
GRA 0202	Platemaking/Stripping	2	2
GRA 0203	Photographic Reproduction Lab	4	8
GRA 0204	Practicum I (individual study)	4	8
MAP 0101	Math	3	3
*See note	Elective	3	3-6
		18	26-29
	TERM III		
GRA 0301	Advanced Graphic Arts Theory	2	2
GRA 0302	Advanced Graphic Arts Lab	4	8
GRA 0303	Practicum II (individual study)	4	8
*See note	Elective	3	3-6
		13	21-24

*Electives to be chosen from:

Basic Photography	Machine Shop	Typing
Electronics	Computer Science	Graphic Design

ASSOCIATE DEGREE COMPONENT

	TERM IV AND V		
ENC 1101	English Composition	3	3
ENC 1103 or 1210	Technical Writing	3	3
BSC 1030	Biology	3	3
	Social Studies	6	6
	Humanities	4	4
COE 2940	Occupational Specialization	3	TBA
		22	19+


ASSOCIATE DEGREE LEVEL
COE 2940
OCCUPATIONAL
SPECIALIZATION
ENGLISH
SOCIAL STUDIES
HUMANITIES
BIOLOGY
CERTIFICATE LEVEL
GRA 0301 & 0302
ADVANCED THEORY
& LAB
ELECTIVE
GRA 0303
PRACTICUM
GRA 0201
0203
PHOTO &
LAB
GRA 0202
PLATEMAKING
ELECTIVES
GRA 0204
PRACTICUM
GRA 0101
0102
PRINTING
& LAB
GRA 0103
COLD TYPE
GRA 0104
OFFSET
PRESS
OCS 0101
SAFETY
COM 0101
ENGLISH

MAJOR LEARNING OUTCOMES

GRAPHIC ARTS PROGRAM

Upon completion of the program the student will:

1. be able to recognize the major printing processes, their respective products, and the relative merits of each process.

2. be able to perform in the areas of layout and design, copy preparation and composition, continous tone and reproduction photography, stripping, platemaking, presswork and finishing with a level of proficiency suitable for job-entry as an advanced learner.

3. have the related technical knowledge to supplement skills in the area itemized above in order to make rational decisions.

4. have a realistic concept of his abilities and limitations in the various areas composing the graphic communications.

5. have the personal traits of promptness, willingness to work, and the ability to accept supervision.

6. be able to follow written or oral directions.

7. be aware of the interrelationships among production departments and the contributions each makes to the total product.

8. respect the potential of production equipment and use appropriate safety precautions when working around such equipment.

9. have an accurate concept of the most common occupations in graphic communications and the traits and preparation required of employees desiring to succeed in those occupations.

10. understand the relationship between continuous training and success in an occupation.

APPROXIMATE TIME ALLOCATIONS WITHIN THE PROGRAM

5% Layout Design

Elements of good design; selection of type styles; methods of scaling and calculations necessary for copy fitting.

20% Composition

Nomenclature and operational procedures for methods of composition; copy fitting procedures; proofreading marks; type classifications; and formats.

7% Copy Preparation

Operations and procedures used in preparation of camera ready copy. Percentages of magnification, and proper materials.

23% Darkroom

Camera nomenclature/operation and darkroom procedures used to produce line and halftone images. Contacting; chemistry; films; filters and screens.

15% Stripping and Platemaking

Procedures used in stripping flats; types of flats and proofing procedures. Classification of offset plates; characteristics and exposures.

23% Presswork

Principles, types and nomenclature of offset presses. Trouble-shooting; preparation of chemicals and set-up procedures.

7% Finishing/Paper

Finishing procedures to include: paper cutting, stitching, folding and padding operations. Classification and identification of basic printing papers.

LEARNING ACTIVITIES: GRAPHIC ARTS

COURSE TITLE: Printing Processes Theory

COURSE NUMBER: GRA 0101

1. Match the names of the parts of a Process Camera with the appropriate parts and recognize the functions of each when given a picture and a series of objective questions with 95% accuracy.

2. Answer 25 questions requiring use of formulas for mixing working solutions from stock solutions of chemicals with 95% accuracy.

3. Correctly respond to written questions describing the reaction of photographic film and paper to light, with 90% accuracy.

4. Correctly identify samples of picture reproductions including line drawings, halftones, duotones, special effect halftones, process color, posterrations, given a linen tester with 90% accuracy.

5. Name the equipment, tools, and materials used in copy preparation when shown actual examples, or their pictures, with 100% accuracy.

6. Correctly identify by name the tools and materials used in the layout and design area when shown items or their pictures with 95% accuracy.

7. Measure 20 varied length lines of type in picas, and inches, using a given line gauge with 100% accuracy.

8. Match the names of printing establishments in the Pensacola area to the kinds of printing done by each with 90% accuracy.

9. Identify the reproduction processes of offset, letterpress, continuous tone photograph, gravure, screen printing, by matching printed samples and drawings of image carriers for each process with 100% accuracy.

10. When shown a series of slides write the title of the printing occupation shown and select from a list the job description that best explains the occupation with 95% accuracy.

LEARNING ACTIVITES: GRAPHIC ARTS

COURSE TITLE: Printing Processes Lab

COURSE NUMBER: GRA 0102

1. Use a simple or adjustable camera to expose 35mm Black and White roll film, load it onto a reel and process it to quality standards determined by the instructor, given the necessary tools and materials, within a given time limit.

2. Follow written directions to mix specified volumes of liquid with 2% tolerances.

3. Layout, design, and produce a screen printing job employing a minimum of three colors in exact register within a given time limit.

4. Design, prepare suitable copy for, and produce at least one job on an offset duplicator employing a minimum of two colors demanding critical registration within a given time limit.

5. Produce halftone negatives of quality acceptable by the instructor and a photographic proof to show printing quality within a given time limit.

6. Design, layout and produce a job involving the operations of the bindery to specifications set by the instructor within a given time limit.

7. Design, layout and produce on the offset duplicator a job involving the use of line tape, special effect screen or screen tint, dry transfer letters, and original or cup art for a one color job to standards specified by the instructor within a given time limit.

LEARNING ACTIVITIES: GRAPHIC ARTS

COURSE TITLE: Cold Type Composition

COURSE NUMBER: GRA 0103

1. Correctly identify by name the tools and materials used in the layout and design area when shown the items or their pictures with 100% accuracy.

2. Lay out horizontal and vertical lines to given specifications to neatness and accuracy standards set by the instructor within a given time limit.

3. When shown a series of thumbnail sketches, identify from a list the design principle that was violated or used incorrectly with 90% accuracy.

4. Identify by name the six major groups of type, given the samples, with 100% accuracy, either orally or in writing.

5. Evaluate the fitness of given examples of type that have been either correctly or incorrectly used with 90% accuracy.

6. Given display and body type, and line and continuous tone copy, produce five or more thumbnail sketches and a rough layout ready for production, to quality standards specified by the instructor.

7. Calculate the scale of reproduction for reduction and enlargement using the diagonal line method and the proportion wheel according to specifications given by the instructor within a given time limit.

8. Specify the scale of reproduction and make crop marks to tolerances specified by the instructor, given a photograph and the window size of the final job.

9. Calculate the number of lines and length of column that will be required when given a page of typewritten copy, a type specimen sheet, the type face and size, line length, and leading desired in a given time limit.

10. Compute the number of characters of copy that will fit a layout, given the layout and all type specifications, within tolerances and time limits specified by the instructor.

11. Make camera ready copy for single page brochures.

12. Make camera ready copy for 4 and 8 page signatures.

13. Make camera ready copy for letterhead stationery.

LEARNING ACTIVITIES: GRAPHIC ARTS

COURSE TITLE: Offset Presswork Operations

COURSE NUMBER: GRA 0104

1. Set up the offset press and produce one hundred (100) clean, registered sheets of a two color job including a duotone and spot register, given the plates, layout, and necessary materials and equipment, within a given time limit, to quality standards set by the instructor.

2. Match corrective measures to related press, paper, and ink problems within a given time limit with 95% accuracy, given a list of problems and possible solutions.

3. Mix lithographic fountain solution according to specifications and test the pH within a given time limit to accuracy determined by the instructor.

4. Perform standard maintenance and adjustment procedures on the offset press, including the following: lubrication, blanket replacement, roller replacement and adjustment, dampener roller cover replacement and cleaning, packing and/or cylinder pressure adjustment.

5. Mix ink to match a sample of color specified on the layout using one of the commonly available mixing systems within a given time limit to accuracy specified by the instructor.

LEARNING ACTIVITIES: GRAPHIC ARTS

COURSE TITLE: Copy Preparation Theory

COURSE NUMBER: GRA 0201

1. Set up the darkroom and make a line negative within a given time limit, given two sheets of film, necessary chemicals, line copy and a sensitivity guide of consistent quality as determined by the instructor using a test negative.

2. Use simple contacting procedures to make:

   a. Film or paper positives from negatives;
   b. Film duplicates from negatives or positives;
   c. Spread and choked negatives or positives, and
   d. Images from two or more masks on one piece of film, each to quality and time specifications determined by the instructor.

3. Use contacting procedures to make line negatives from original copy to quality standards specified by the instructor within a given time limit given appropriate copy and the necessary tools and materials.

4. Produce acceptable line negatives from problem copy, including colored paper, colored images, and a variety of line quality, given the copy and necessary tools and materials, within a given time limit, to quality standards specified by the instructor.

5. Expose diffusion transfer materials on a camera or in a contact frame and process them to standards specified by the instructor within a given time limit.

6. When given simple written questions describing the reaction of photographic film and paper to light, correctly respond with 90% accuracy.

7. Produce a halftone negative with the highlight dot range from 90-95% and the shadow dot range from 5-10% within a given time limit, given two sheets of film, the piece of continuous tone copy, the necessary tools and materials, on a process camera or in a contact frame.

8. Determine the correct exposure time and f/stop for consistent quality line negatives, when given sample line copy, film, and the necessary equipment.

9. Produce special effect negatives including; a) posterizations, b) duotones, and c) outline halftones.

10. Calibrate and use the Graphic Arts Exposure Computer and/or the Halftone Negative Computer when given a contact screen, film, and the necessary tools and materials.

11. Mix both stock and working solutions for chemistry used in the reproduction photography area and set up the darkroom within a given time limit, given the necessary tools and materials.

LEARNING ACTIVITIES: GRAPHIC ARTS

COURSE TITLE: Platemaking/Stripping Theory

COURSE NUMBER: GRA 0202

1. Produce an accurately registered flat for a single color job, given the layout and necessary materials within a given time limit, to accuracy specified by the instructor.

2. Produce accurately registered flats for multicolor line jobs using both mechanical negatives and registered photograhic negatives within a given time limit, to quality specifications determined by the instructor, given the layout and necessary materials.

3. Produce accurately registered flats for a simple one color line and halftone job, given the layout and necessary materials within a given time limit to accuracy specified by the instructor.

4. Produce necessary flats for a step and repeat job requiring two or more exposures to the same plate, given the layout and necessary materials within a given time limit to accuracy specified by the instructor.

5. Produce accurately registered flats for a multicolor job with one or more duotones within a given time limit, given the layout and necessary materials to accuracy specified by the instructor.

6. Produce a job using sheetwise, work and turn, or work and tumble imposition within a given time limit, to quality standards set by the instructor, given the necessary tools and materials.

7. Produce an accurately registered multicolor job containing screen tints with no visible moire pattern within a given time limit with quality standards and accuracy specified by the instructor.

8. Proof flats or use acetate overlay proofing material to proof a set of stripped negatives within a given time limit to standard determined by the instructor.

9. Expose and process additive and subtractive plates to the proper gray scale step as suggested by the manufacturer's specifications, given the necessary materials, within a given time limit to quality specified by the instructor.

10. Determine correct exposure times for offset plates, given manufacturer's specifications, a gray scale, and necessary materials, within a given time limit, to accuracy determined by the instructor.

LEARNING ACTIVITIES: GRAPHIC ARTS

COURSE TITLE: Photographic Reproduction Techniques

COURSE NUMBER: GRA 0203

1. Prepare camera ready copy for a two fold brochure including all marks needed to assist the stripper and pressman within a given time limit to quality standards specified by the instructor.

2. Use a phototypesetter to set type including justified, flush left, flush right, and centered copy for a two fold brochure within a given time limit to quality standard specified by the instructor.

3. Produce special effect negatives including: posterizations, duotones, and outline halftones.

4. Set up the Offset Press and produce 100 clean, and registered sheets of a two color job including: halftones, duotones, spot color, and posterizations, given the necessary equipment within a specified time limit, to quality standards set by the instructor.

5. Expose and process additive and subtractive plates involving multiple burns to the proper gray scale step as suggested by the manufacturer's specifications, within a given time limit to quality standards specified by the instructor.

6. Produce accurately registered flats for a multicolor job with halftones, duotones, screen tints, and posterizations with no visible moire pattern using: sheetwise, work and turn, or work and tumble imposition to quality standard determined by the instructor.

LEARNING ACTIVITIES: GRAPHIC ARTS

COURSE TITLE: Practicum I

COURSE NUMBER: GRA 0204

A comprehensive course which practices the theories of Graphic Arts principles which may include: preparing camera ready copy for advertisement design, process camera conversions, multi-color offset presswork, or advanced screen printing. Individualized study contract.

The work assignment will be either for the purpose of correcting weaknesses or for learning special topics which relate directly to one's interests and aptitudes.

LEARNING ACTIVITIES: GRAPHIC ARTS

COURSE TITLE: Advanced Graphic Arts

COURSE NUMBER: GRA 0301

1. Demonstrate a written knowledge of photographic theories in the multitude of application to the Graphic Arts by responding correctly with 90% accuracy to a series of questions on modern photographic techniques within a given time period.

2. Have a working knowledge of graphic design and the tools and materials used by the graphic designer by correctly identifying by name the tools and materials used in the layout and design area when shown each item or their pictures with 100% accuracy.

3. Demonstrate a knowledge of modern typography, copyfitting, copy mark up, and typesetting by computing the number of characters of copy that will fit a layout, given the layout and all specifications, within tolerances and time limits specified by the instructor.

4. Solve problems given hypothetical situations requiring a working understanding of additive and subtractive color theory with 90% accuracy.

5. Demonstrate a working knowledge of the relationship between design, preparation, production operation and product quality variables by responding correctly with 90% accuracy to a series of questions on commercially accepted practices for quality at a level acceptable to the industry.

LEARNING ACTIVITIES: GRAPHIC ARTS

COURSE TITLE: Advanced Graphic Arts Lab

COURSE NUMBER: GRA 0302

1. Layout, design, and produce a "halftone test" to establish offset press standards specified by the instructor.

2. Layout, design, and produce an experimental four (4) color process job on the offset press to gain skill in press control of ink-water balance, and registration to standards specified by the instructor.

3. Layout, design, and produce an eight (8) or more page signature booklet including four (4) color process. Performing all operations in the process to commercially accepted standards at a quality level acceptable to the industry.

LEARNING ACTIVITIES: GRAPHIC ARTS

COURSE TITLE: Practicum II

COURSE NUMBER: GRA 0303

A comprehensive course which practices the theories of Graphic Arts principles which may include: preparing camera ready copy for advertisement design, process camera conversions, multi-color offset presswork, or advanced screen printing. Individualized study contract.

1. Identify areas of individual strengths or weaknesses of remediation or advanced work areas.

2. Develop individualized course contract and deadlines for actual job tickets using control devices, and record systems, for expediting and follow-up procedures as supervised by the instructor.

3. Demonstrate skills and solve problems in applying Graphic Arts principles to expand his/her knowledge in the field of Graphic Arts.

4. Individuals proving exceptional ability will participate in an on-job-training experience with cooperation of local industry.

5. Under optimum conditions, the student will take a job from beginning to end including client interview, design, costing, production and delivery.

To:

From: Randy Kidd
Pensacola Junior College

We are attempting to identify the competencies you, as an employer, expect of a job-entry person to your organization. We would, therefore, appreciate your responding to the items on the attached survey form and indicating the value you place upon each.

Your comments are welcomed.

CRITICAL COMPETENCY LIST FOR PRINTING
(PHOTO-OFFSET LITHOGRAPHY)

COMPETENCY	CRITICAL YES	CRITICAL NO	COMMENTS
Read a rule	____	____	_____
Convert points to pica	____	____	_____
Convert picas to inches	____	____	_____
Read a metric scale	____	____	_____
Identify principles of design	____	____	_____
Identify type styles-uses	____	____	_____
Prepare thumbnail sketch	____	____	_____
Prepare a rough layout	____	____	_____
Scale photograph to given area	____	____	_____
Crop photograph to dimensions	____	____	_____
Copy fitting for given area	____	____	_____
Identify process and equipment in copy preparation and composition	____	____	_____
Set cold type strike-on method	____	____	_____
Set cold type phototypesetter method	____	____	_____
Prepare a simple paste-up	____	____	_____
Prepare a paste-up for combination	____	____	_____
Prepare a paste-up for reverses	____	____	_____
Prepare a paste-up for multi-color	____	____	_____
Proofread copy	____	____	_____
Prepare a dummy for multiple imposition	____	____	_____

COMPETENCY	CRITICAL YES	CRITICAL NO	COMMENTS
Mix lithographic darkroom chemicals	____	____	_____
Determine the proper exposure for contacting	____	____	_____
Make a duplicate negative/ positive	____	____	_____
Make a line negative	____	____	_____
Make halftone negative	____	____	_____
Make a choke and spread	____	____	_____
Rescreen printed halftone	____	____	_____
Make a posterization	____	____	_____
Make line and halftone reproductions using diffusion transfer materials	____	____	_____
Make a duotone	____	____	_____
Make an outline halftone (photographic and/or mechanical)	____	____	_____
Calibrate an exposure computer (dial and/or light integrator)	____	____	_____
Determine densities of original copy	____	____	_____
Identify color separation process	____	____	_____
Produce a set of separation negatives (corrected/uncorrected)	____	____	_____
Calibrate a densitometer	____	____	_____
Make a color proof (acetate overlay)	____	____	_____
Strip a single color job (1 up complete)	____	____	_____

COMPETENCY	CRITICAL YES	CRITICAL NO	COMMENTS
Strip a multi-color job	____	____	_____
Strip for a step and repeat	____	____	_____
Strip for work and turn	____	____	_____
Strip for work and tumble	____	____	_____
Strip line and halftone combinations	____	____	_____
Strip multi-color halftones	____	____	_____
Strip multiple screen tints	____	____	_____
Proof flats	____	____	_____
Determine proper exposure for offset plate	____	____	_____
Expose and process an additive presensitized plate	____	____	_____
Expose and process a subtractive presensitized plate	____	____	_____
Mix press fountain solution	____	____	_____
Adjust roller pressures (dampening/inking)	____	____	_____
Pack press cylinders	____	____	_____
Cover dampening rollers	____	____	_____
Lubricate offset press	____	____	_____
Set up and operate offset press	____	____	_____
Mix inks for color match	____	____	_____
Replace offset blanket	____	____	_____
Cleanup offset press	____	____	_____
Perforate, score on offset press	____	____	_____

COMPETENCY	CRITICAL YES	CRITICAL NO	COMMENTS
Calculate stock requirements	____	____	_____
Identify basic types of paper	____	____	_____
Perform simple/combination paper cutting	____	____	_____
Set up and operate a paper folder	____	____	_____
Set up and operate a stitcher	____	____	_____
Set up and operate a paper drill	____	____	_____
Make pads	____	____	_____
Determine paper grain	____	____	_____

PROGRAM: HOTEL-RESTAURANT MANAGEMENT

PROGRAM MANAGER:

OLIN THOMPSON
DEPARTMENT OF HOME ECONOMICS
PENSACOLA JUNIOR COLLEGE

The graduate of the two year Hotel-Restaurant Management Program receives an Associate of Science Degree. Formal education may be continued to certain four year universities with the A. S. course-work applicable toward a Bachelor of Science Degree in Hotel-Restaurant Management.

The program graduate has a firm foundation in subjects designed to develop in him/her an in-depth understanding of the complex human and physical systems which make up the Hotel and Food Industry. He/She is trained through practical laboratory experiences and on-the-job internship in the latest techniques and methods being employed by the vastly expanding and changing hospitality industries.

The graduate may begin employment as a:

Bellman

Night Auditor

Waiter/Waitress

Host/Hostess

Bar Waiter/Waitress

Cook/Assistant Cook

Banquet Captain

Assistant Food and Beverage Manager

Clerk in Accounting Office (Hospitality Firm)

Involvement with Industrial Feeding Operation such as Saga, Ara, etc.

Desk Clerk

Bartender

Sommelier

Maitre D'Hotel

Kitchen Helper

Steward/Assistant Steward

Inventory Control Clerk

Sales/Banquet Bookings

Airline Steward/Stewardess

Assistant Tours Director

Computer Assistant for Hospitality Property

HOTEL-RESTAURANT MANAGEMENT A.S.

FRESHMAN YEAR

TERM I

COURSE NUMBER	COURSE	CREDITS
HFT 1000	Analysis of Hospitality Industry	3
ENC 1103	English Composition	3
APB 1060	Food Microbiology	3
APB 1060L	Food Microbiology Lab	1
MAN 2100	Human Relations	3
SSI 1011	Social Science Survey or PSY 1000 or AMH 2010	3
AMH 1550	American Constitution (if AMH 2010 not taken)	(1)
	Approved Elective	3
		19

TERM II

ENC 1313	Technical Writing	3
MGF 1113	General Math or MTB 1103	3
FOS 2201	Sanitation & Safety	2
FSS 1312	Personnel Management	3
FSS 2100	Menu Planning & Food Merchandising	2
	Approved Elective	3
		19

SOPOHMORE YEAR

TERM I

HFT 2600	Concepts of Hotel-Restaurant Law	3
HFT 2940	Seminar & Introduction to Internship	3
FSS 2300	Management Systems I	3
FSS 2120	Purchasing	3
FSS 1401	Food Service Equipment	2
HME 2230	Resource Management	3
		17

TERM II

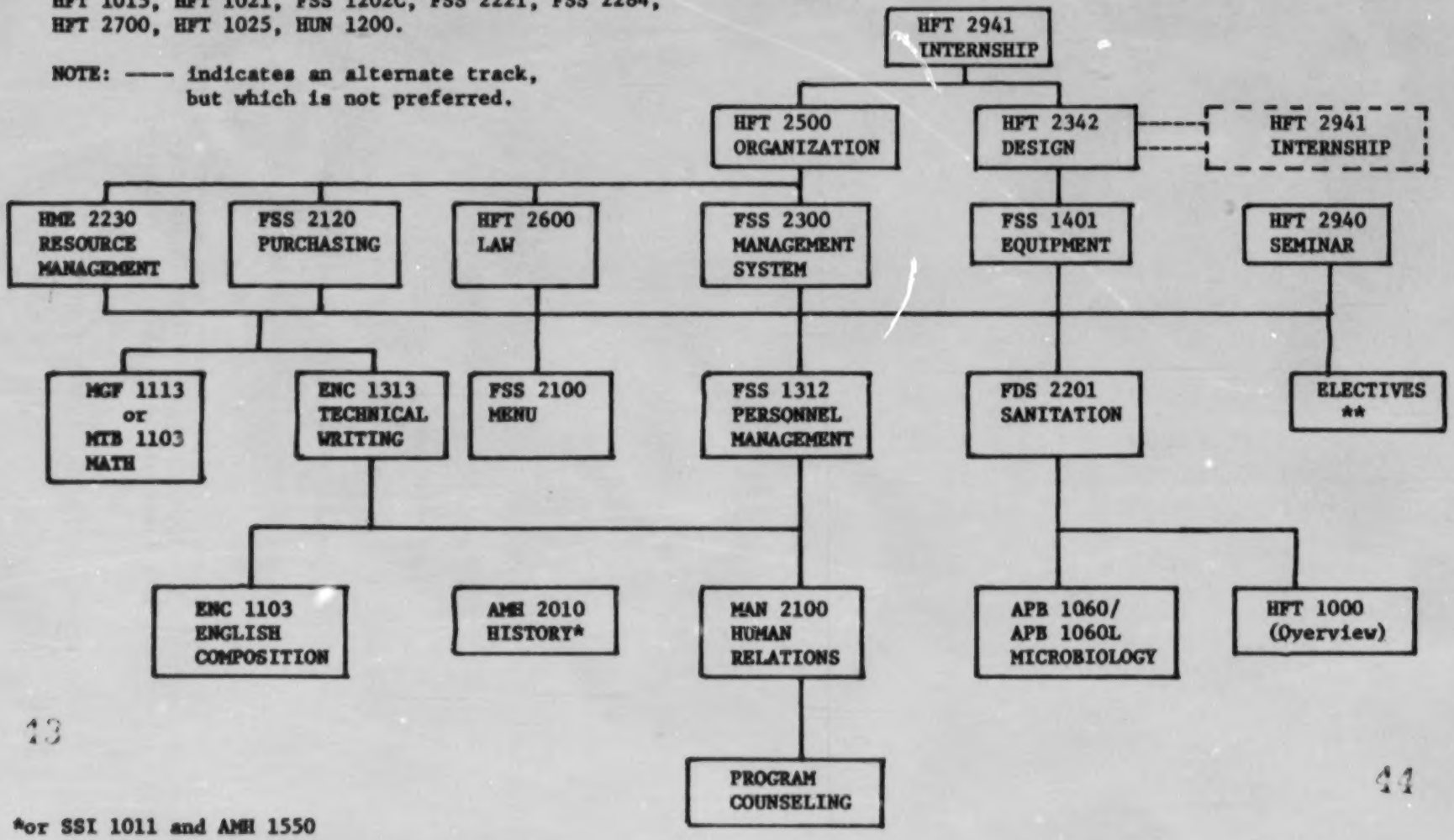
HFT 2500	Organization & Promotion	3
HFT 2342	Layout & Design	3
HFT 2941	Internship	6
	Approved Elective	3
		19

Electives (approval of Program Director required). Choose minimum of nine (9) hours. HFT 1015 Science of Housekeeping, 2; HFT 1021 Dining Room Service, 3; FSS 1202C Foods, 4; FSS 2221 Quantity Food Production, 3; FSS 2284 Catering 3; HFT 2700 Travel & Tourism, 3; HFT 1025 Bar Management, 2; HUN 1200 Basic Nutrition for F.S., 3.

PROGRAM MAP FOR A.S. IN HOTEL-RESTAURANT MANAGEMENT

** Electives (Approval of Program Manager required)
HFT 1015, HFT 1021, FSS 1202C, FSS 2221, FSS 2284,
HFT 2700, HFT 1025, HUN 1200.

NOTE: —— indicates an alternate track,
but which is not preferred.



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*or SSI 1011 and AMH 1550
or PSY 1000 and AMH 1550

MAJOR LEARNING OUTCOMES OF THE PROGRAM

The student graduate of the program will be capable of assuming leadership roles in various positions within the Hotel-Motel-Restaurant field and will be able to demonstrate job-entry level acceptable skills in:

1. Public relations and sale promotion.
2. Employee supervision and management techniques.
3. Purchasing, inventory control and cost analysis.
4. Menu planning and food merchandising.
5. Operation and maintenance of food service equipment.
6. Fundamental principles in layout and design of food service facilities.
7. Implementation of sanitation, safety and energy conservation procedures in hospitality operations.
8. Basic understanding of legal aspects particular to Hotels-Motels-Restaurants.

HOTEL-RESTAURANT MANAGEMENT PROGRAM

MAJOR LEARNING OUTCOMES OF THE COURSES

CORE COURSES:

English Composition
Food Microbiology
Food Microbiology Lab
Human Relations
Social Science Survey or Psychology or American History
(American Constitution required if American History not taken)
Technical Writing
General Math or Food Service Math

The above courses, although part of the necessary curriculum for graduation, are taught by other departments. The course outlines are audited and supervised by the Home Economics Department.

HFT 1000 Analysis of the Hospitality Industry (3 Credit Hours)

1. Given written tests, the student will list ten (10) types of hospitality industries and describe their interrelation with an 85% accuracy based on criteria established in The Hotel Restaurant Business.

2. Given written tests, the student will define six (6) of the problems confronting the hospitality industries with an 85% accuracy based on criteria established in The Hotel Restaurant Business.

3. Given written tests, the student will define six (6) of the resources available for the hospitality industries with an 85% accuracy based on criteria established in The Hotel Restaurant Business.

HFT 2600 Concepts of Hotel-Restaurant Law (3 Credit Hours)

1. Given written tests, the student will be able to identify and define the substantive law of contracts, agency and partnerships applicable to the hospitality industry with an 85 % accuracy based on criteria established in Legal Aspects of Hotel, Motel, and Restaurant Operation.

HFT 2600 Major Learning Outcomes Cont'd

2. Given written tests, the student will describe the nature and scope of union contracts and employee compensation and wage laws applicable to the hospitality industry with an 85% accuracy based on criteria established in Legal Aspects of Hotel, Motel, and Restaurant Operation.

3. Given resources, the student will evaluate the effect of Dram Shop Acts on the hospitality industry with an 85% accuracy based on criteria established in Legal Aspects of Hotel, Motel, and Restaurant Operation and handout materials distributed in class.

HFT 2940 Seminar and Introduction to Internship (3 Credit Hours)

1. Given an example of a Hotel-Motel operation, the student will describe the front office procedures and income accounting. To be rated satisfactory, the student must include responsibilities of front office personnel in the areas of cashiering, room salesmanship, and the maintenance of guest accounts.

2. Given an example of a hospitality industry, the student will plan receiving and storage areas. To be rated satisfactory, the student must include purchasing procedures, inventory control methods, organization and arrangement of areas, and receiving and issuing controls.

3. Given a procedure and resources, the student will prepare a feasibility study for the establishment of a hospitality industry. To be rated satisfactory, the student must include market survey, site analysis, cost estimates, operating capital and projected income.

HFT 2500 Organization and Promotion of Hotels and Restaurants (3 Credit Hours)

1. Given written tests, the student will list ten of the promotion techniques available to the hospitality indsutry with an 85% accuracy based on criteria established in Hotel-Motel Marketing and current trade periodicals.

2. Given a procedure and resources, the student will organize a sales department for a hospitality industry. To be rated satisfactory, the student must include staffing requirements, job descriptions, record-keeping procedures and budgeting allocations.

3. Given resources, the student will establish a direct mail advertising campaign to benefit the marketing aspect of a hospitality industry. To be rated satisfactory, the student must include: selling points, copy and format, mechanical aspects, scheduling, budgeting and evaluation of results.

Major Learing Outcomes Cont'd

HFT 2342 Layout and Design of Food and Lodging Facilities (3 Credit Hours)

1. Given a procedure and resources, the student will prepare a prospectus for a hospitality industry. To be rated satisfactory, the student must include characteristics of potential customers, menu development, type and standards of service, atmosphere, operational characteristics and regulatory considerations.

2. Given resources, the student will develop base-bid specifications for an equipment schedule of a proposed food and lodging facility with an 85% accuracy based on criteria established in Food Service Facilities Planning and the International Society of Food Service Consultants (ISFSC).

3. Given appropriate code restrictions, zoning ordinances and design parameters, the student will draw a layout for a food or lodging facility. To be rated satisfactory, the student must utilize proper scale, design criteria established by the International Society of Food Service Consultants (ISFSC) and equipment base-bid specifications.

HFT 2941 Internship (3 Credit Hours)

Given a supervised field placement setting, the student should experience the day to day workings of the hospitality industry and achieve the integration of academic and hands-on skills, converting classroom competencies to industry competencies, based on one of the following two types of internship programs:

1. Structured to the needs of the sponsor. Cognizant of the benefits of a variety of exposures in as many aspects of hospitality industry operations as possible, but also aware of a cost effective program for the sponsoring industry and the fact that certain students wish to concentrate on a specific area; this type internship will focus on food and beverage, housekeeping, front desk, travel agency, or other specialized areas.

2. Structured to the needs of the student. This type internship encompasses the ideal situation of rotating areas of operations that the undecided student should be exposed to in applying mid-management theories and principles to the practical experience aspect of the hospitality industry.

It is anticipated that in both types of internships that the student will be involved in management meetings to expose him/her to the planning, coordinating and decision-making processes. A report by the student correlating theory and practice will be required for satisfactory completion of the internship.

Major Learning Outcomes Cont'd

FOS 2201 Sanitation and Safety (2 Credit Hours)

1. Given written tests, the student will discuss how micro-organisms and chemicals can infect or contaminate foods with an 85% accuracy based on criteria established in Applied Food Sanitation.

2. Given written tests, the student will discuss sanitary and safety regulations with an 85% accuracy based on the National Sanitation Foundation (NSF), National Fire Protection Association (NFPA), Occupational Safety Hazard Act (OSHA) and local ordinances.

3. Given a procedure and resources, the student will develop a sanitary and safety procedures checklist for a food or lodging facility. To be rated satisfactory, the student must include the following areas: procurement, storage, preparation, holding, serving, and disposal.

FSS 1312 Personnel Management (3 Credit Hours)

1. Given written tests, the student will define management and the responsibilities of a manager in the hospitality industry with an 85% accuracy based on criteria established in Supervision in Action.

2. Given written test, the student will explain labor policies and legislation affecting employees in the hospitality industry with an 85% accuracy based on criteria established in Supervision in Action.

3. Given written tests, the student will analyze jobs and conditions in the hospitality industry utilizing methods for work simplification and techniques for improving the work environment with an 85% accuracy based on criteria established in Supervision in Action.

FSS 2100 Menu Planning and Food Merchandizing (3 Credit Hours)

1. Given written tests, the student will describe eight (8) basic principles in menu planning with an 85% accuracy based on criteria established in Promotion in Food Service.

2. Given written tests, the student will calculate the cost of six (6) menu items with an 85% accuracy based on criteria established in Promotion in Food Service.

FSS 2100 Major Learning Outcomes Cont'd

3. Given a procedure and resources, the student will write a term paper on "Merchandizing a Food Service Operation". To be rated satisfactory, the student must include the following information: type of food service operation, location, clientele, decor, atmosphere, seating capacity, type of menu, public relations and customer relations techniques, and advertising methods employed.

FSS 2300 Management Systems I (3 Credit Hours)

1. Given written tests, the student will precost four (4) menus to develop selling prices with an 85% accuracy based on criteria established in Food Service in Institutions.

2. Given written tests, the student will describe six (6) food costs controls with an 85% accuracy based on criteria established in Food Service in Institutions.

3. Given a procedure and resources, the student will plan a budget for a department of a hospitality industry. To be rated satisfactory, the student must include the following areas: assets, liabilities, revenues, operating expenditures, and other deductions.

FSS 2120 Purchasing (3 Credit Hours)

1. Given written tests, the student will discuss five (5) rules a buyer should observe when purchasing food items for a food or lodging facility with an 85% accuracy based on criteria established in Quantity Food Purchasing.

2. Given written tests, the student will appraise six (6) food items in relation to standards, grades, and intended use with an 85% accuracy based on criteria establsihed in Quantity Food Purchasing.

3. Given a procedure and resources, the student will write twenty-five (25) specifications for a purchasing manual to be used by a hospitality industry. To be rated satisfactory, the student must include specifications for the following: five (5) canned fruits, five (5) canned vegetables, four (4) meat products, two (2) fish products, fresh eggs, two (2) fresh fruits, two (2) fresh vegetables, two (2) beverages, and two (2) non-food items.

Major Learning Outcomes Cont'd

HME 2230 Resource Management (3 Credit Hours)

1. Given written tests, the student will describe five (5) ways values, goals and standards affect management with an 85% accuracy based on criteria established in Management in Family Living.

2. Given written tests, the student will identify five (5) management processes to use time and energy in specific situations with an 85% accuracy based on criteria established in Management in Family Living.

3. Given written tests, the student will describe five (5) evaluation techniques in management with an 85% accuracy based on criteria established in Management in Family Living.

FSS 1401 Food Service Equipment (2 Credit Hours)

1. Given written tests, the student will describe six (6) factors influencing the selection of food service equipment with an 85% accuracy based on criteria established in Complete Book of Cooking Equipment.

2. Given written tests, the student will list ten (10) energy conservation principles that should be applied to food service operations with an 85% accuracy based on criteria established in Complete Book of Cooking Equipment and handout material distributed in class.

3. Given a food service kitchen laboratory, the student will demonstrate the proper operation and care for one item of food service equipment. To be rated satisfactory, the student must prepare a 5-8 page narrative study on the item of food service equipment including the following: bid specifications, optional accessories, technological advances in development, proper installation requirements, operational procedures, equipment and operational costs, preventive maintenance schedule and warranties available.

ELECTIVES:

HFT 1015 Science of Housekeeping (2 Credit Hours)

1. Given written tests, the student will describe housekeeping relationships with guests in a hospitality industry setting with an 85% accuracy based on criteria established in The Professional Housekeeper.

HFT 1015 Major Learning Outcomes Cont'd

2. Given a hospitality housekeeping laboratory setting, the student will effect proper cleaning of a guest room and bath facility according to checklist provided in The Professional Housekeeper with 100% accuracy.

3. Given a procedure and resources, the student will develop staffing and scheduling procedures for a housekeeping department of a hospitality industry. To be rated satisfactory, the student must include an organization chart, job descriptions, forecasting and time schedule.

HFT 1021 Dining Room Service (3 Credit Hours)

1. Given written tests, the student will describe the specific responsibilities of personnel involved in the dining room operations of a hospitality industry (food and beverage manager, waiter/waitress, etc.) with an 85% accuracy based on criteria established in The Essentials of Good Table Service.

2. Given a dining room laboratory setting, the student will set table covers and execute effective order taking and proper service sequence procedures with 100% accuracy based on criteria established in The Essentials of Good Table Service.

3. Given a dining room laboratory setting, the student will demonstrate the basic fundamentals of preparing a flaming dessert tableside with 100% accuracy based on criteria established in The Essentials of Tableside Cookery.

HFT 1025 Bar Management (2 Credit Hours)

1. Given a bar laboratory setting, the student will demonstrate basic mixology techniques and proper garnishment preparation with 100% accuracy based on criteria established in Total Bar Management.

2. Given a procedure and resources, the student will prepare a purchasing and inventory control system for a bar operation in a hospitality industry. To be rated satisfactory, the student must include purchasing specifications, inventory control cards/sheets, storage physical layout, and receiving and issuing procedures.

3. Given a procedure and resources, the student will layout an effective bar for a hospitality industry. To be rated satisfactory, the student must furnish a to-scale drawing of the bar layout including placement of bar equipment and location of beverages and supplies.

Major Learning Outcomes Cont'd

HFT 2700 Travel and Tourism Management (3 Credit Hours)

1. Given written tests, the student will list six (6) basic tour management procedures with an 85% accuracy based on criteria established in The Tourist Business.

2. Given written tests, the student will describe the role international airlines play in Hotel-Motel-Restaurant operations with an 85% accuracy based on criteria established in The Tourist Business.

3. Given a procedure and resources, the student will program a convention for the Greater Pensacola area. To be rated satisfactory, the student must include travel/tours package, meetings and exhibition space layout, food and beverage service, catering functions, and post-convention services.

FSS 1202C Foods (4 Credit Hours)

1. Given written tests, the student will compare six (6) foods according to their nutritive value with an 85% accuracy based on criteria established in Foods.

2. Given a foods laboratory, the student will demonstrate the correct use of food preparation equipment with 100% accuracy based on criteria established in Foods.

3. Given a foods laboratory, the student will prepare ten (10) foods and judge these foods as to palatibility and aesthetic appeal with an 85% accuracy based on score sheet distributed in class.

FSS 2221 Quantity Food Preparation (3 Credit Hours)

1. Given written tests, the student will identify ten (10) examples of weights, measures, abbreviations and equivalents used in quantity food production with an 85% accuracy based on criteria established in Standards, Principles and Techniques in Quantity Food Production.

2. Given a food service kitchen laboratory, the student will prepare ten (10) types of foods with an 85% accuracy based on standardized recipes established in Foods for Fifty.

3. Given a food service kitchen laboratory, the student will demonstrate proper use of food service equipment in preparing menu items with a 100% accuracy based on techniques established in Standards, Principles, and Techniques in Quantity Food Production.

Major Learning Outcomes Cont'd

FSS 2284 Catering (3 Credit Hours)

1. Given written tests, the student will discuss requirements for establishing a catering business with an 85% accuracy based on criteria established in Successful Catering.

2. Given a food service kitchen laboratory, the student will prepare menu and foods for a special function. To be rated satisfactory, the student will include special menu standardized recipes, type of service, special equipment and other arrangements required for execution of function.

3. Given a dining room laboratory, the student will direct preparation and service of a special function. To be rated satisfactory, the student must include labor scheduling, supplies procurement, preparation and service schedule, and final cost analysis for function.

HUN 1200 Basic Nutrition for Food Service (3 Credit Hours)

1. Given written tests, the student will identify three nutrients, their food sources and their simplified structures with an 85% accuracy based on criteria established in Understanding Nutrition.

2. Given written tests, the student will identify three deficiency diseases, causes and symptoms with an 85% accuracy based on criteria established in Understanding Nutrition.

3. Given a procedure and resources, the student will maintain a record of his/her intake of food and drink for three (3) days and compare the diet with RDA requirements and U.S. dietary goals. To be rated satisfactory, the student must include an analysis of diet as to its strengths, weaknesses and suggested improvements.

INDUSTRIAL TASK ANALYSIS

TO: Industry Representatives and Graduates

FROM: Olin Thompson, Program Coordinator, Hotel/Restaurant Mangement

DATE:

RE: Pensacola Junior College Hotel-Restaurant Mangement Program

In order to provide you with graduates able to develop within the hospitality industry and to better serve industry needs, we would appreciate information from you to assist us in updating our courses of instruction. Please find attached a grouping of tasks/skills which we are asking you to evaluate. The evaluation system is fairly simple. Please examine each task/skill and make one of the following determinations: necessary, desirable, or unnecessary. The tasks/skills as grouped are not all inclusive; so, we would ask that you add any additional needed tasks/skills that we may have omitted.

In making your determinations, please bear in mind that we are a post-secondary or college level institution and our programs are aimed at something slightly above "entry" level.

Your cooperation is greatly appreciated in this effort and we hope to become more useful to you as an educational facility as time progesses.

GENERAL	NECESSARY	DESIRABLE	UNNECESSARY
ANALYSIS OF HOSPITALITY			
1. Identify the types of Hospitality Industries			
2. Know the interrelationship of roles played by the various hospitality industries			
3. Identify problems confronting the hospitality industries			
4. Define the resources available for the hospitality industries			
5.			
6.			
SANITATION AND SAFETY			
1. Exercise personal hygiene practices that will insure safe food and environment			
2. Know and implement sanitary and safety procedures in all areas of a hospitality complex			
3. Be knowledgeable of sanitation & safety codes			
4.			
5.			
PERSONNEL MANAGEMENT			
1. Define management and the responsibilities of a manager in the hospitality industry			
2. Be knowledgeable of labor policies and legislation affecting employees in the hospitality industry.			
3. Analyze jobs and conditions for work simplification			
4. Methods and improvement of work environment			
5.			
6.			

	NECESSARY	DESIRABLE	UNNECESSARY
MENU PLANNING AND MERCHANDISING			
1. Utilize basic principles in menu planning			
2. Calculate cost of menu planning			
3. Make attractive food and beverage displays and use effective garnishment			
4. Demonstrate an ability to use merchandising techniques through menu presentations, food production, advertising, public relations and atmosphere			
5.			
6.			
MANAGEMENT SYSTEMS I			
1. Identify and use records to determine food, labor, supply, equipment and operating expenses			
2. Know portion and waste control methods			
3. Precost menus to develop selling prices			
4. Know and use effective procedures for planning a budget			
5.			
6.			
PURCHASING			
1. Write specifications for food and non-food products			
2. Know proper purchasing procedures			
3. Appraise foods in relation to standards, grades & intended use			
4.			
5.			
RESOURCE MANAGEMENT			
1. Demonstrate ways values, goals and standards affect management			
2. Apply management processes to use of time and energy in specific situations			
3. Utilize evaluation techniques in management			
4.			

	NECESSARY	DESIRABLE	UNNECESSARY
FOOD SERVICE EQUIPMENT			
1. Know different types of food service equipment			
2. Operate and care for food service equipment in a safe and sanitary manner			
3. Apply sound evergy conservation principles within the food service operation			
4. Plan efficient work methods for maximum use of food service equipment			
5.			
6.			
CONCEPTS OF HOTEL-RESTAURANT LAW			
1. Identify legal issues confronting the hospitality industry			
2. Recognize contracts and who has authority to contract on behalf of hospitality operations			
3. Know wage and hour law, equal opportunity laws, OSHA, labor laws and collective bargaining			
4.			
5.			
ORGANIZATION AND PROMOTION OF HOTELS AND RESTAURANTS			
1. Identify promotion techniques available to the hospitality industry			
2. Know typical organizational patterns of hotel, motels, and restaurants			
3. Be proficient in developing specialized sales such as individual room, food and beverage, and conventions			
4.			
5.			
LAYOUT & DESIGN OF FOOD AND LODGING FACILITIES			
1. Know how to develop a prospectus for a projected hospitality industry			

	NECESSARY	DESIRABLE	UNNECESSARY
LAYOUT & DESIGN CONT'D			
2. Prepare base-bid specifications for food service equipment			
3. Identify efficient and evergy-conserving design layout criteria for food service operation			
4. Effect functional planning in a food facility layout to assure maximum productivity			
5.			
6.			
SPECIFIC			
FOODS			
1. Demonstrate skills in time and energy management			
2. Apply neat, orderly work habits in food preparation			
3. Demonstrate methods of food preparation for retention of nutritive value			
4.			
5.			
QUANTITY FOOD PRODUCTION			
1. Plan daily production schedules following menu to serve quality food on time and in accurate quantities			
2. Follow and adjust standardized recipes			
3. Know terms used in quantity food production and service			
4.			
5.			
CATERING			
1. Plan and organize all steps in serving a special function including personnel and scheduling			
2. Direct preparation and service of banquets, buffets, teas, receptions and other special events			
3. Prepare menus and foods for all types of special functions			
4.			
5.			

	NECESSARY	DESIRABLE	UNNECESSARY
BASIC NUTRITION			
1. Identify the nutrients, their food sources and their simplified structures			
2. Evaluate diets for nutritional adequacy			
3. Know U.S. Dietary Goals and RDA requirements			
4.			
5.			
SCIENCE OF HOUSEKEEPING			
1. Effect proper cleaning of guest room and bath as well as public areas			
2. Organize linen room, sewing room and storage areas of housekeeping department			
3. Recognize methods of care and repair of furnishings in a hospitality industry			
4.			
5.			
DINING ROOM SERVICE			
1. Set different table covers properly			
2. Be proficient in wines, wine presentation and proper service procedures			
3. Effect proper order taking and service sequence			
4. Prepare flaming desserts tableside			
5.			
6.			

	NECESSARY	DESIRABLE	UNNECESSARY
BAR MANAGEMENT			
1. Know basic mixology techniques and proper cocktail garnishments			
2. Organize cash handling and accountability for a bar operation			
3. Effectively use purchasing, inventory control and record-keeping methods for efficient bar operations			
4.			
5.			
TRAVEL & TOURISM MANAGEMENT			
1. Know basic tour management procedures			
2. Use travel research and marketing information in planning tours			
3. Identify role of airline industry in relation to the hotel-restaurant business			
4. Organize conventions and special requirements entailed before and after convention			
5.			
6.			
ADDITIONAL COMMENTS:			

SKILL RATING SHEET FOR
VOC/TECH EMPLOYERS

Dr. Margaret Heath
Pensacola Junior College

MAJOR LEARNING OUTCOMES (EMPLOYER EXPECTATIONS)
COMMUNICATION SKILLS

Employers could expect the following major competencies from voc/tech students after completing the course in COMMUNICATION SKILLS:

Please rate the following communication skills for your job area:

SKILLS	NECESSARY	DESIRABLE	UNNECESSARY
OBTAINING EMPLOYMENT			
When applying for employment, the potential employee will demonstrate appropriate speaking, listening, writing and reading skills:			
1. Be able to read and understand any written material involved in the job application process			
2. Be able to complete all required application forms, write any necessary application letters and prepare a resume			
3. Be able to take part in a successful job interview involving both general and technical questions			
MAINTAINING EMPLOYMENT			
Once employed, the student (employee) should demonstrate appropriate communication skills necessary for keeping the job:			
1. Be able to communicate successfully with employers or supervisors regarding job responsibilities and/or job assignments			
2. Be able to communicate information to a customer (client) and other employees in a suitable manner			
3. Be able to take an order or message correctly from a phone conversation			
4. Be able to listen to and correctly follow oral instructions			
5. Be able to ask appropriate questions to accomplish his assigned tasks			
6. Be able to write any necessary work or supply orders			
7. Be able to write any job related reports			
8. Be able to write any job related memos or letters or bills			

SKILL RATING SHEET FOR VOC/TECH EMPLOYERS CONT'D

MAINTAINING EMPLOYMENT CONT'D

	NECESSARY	DESIRABLE	UNNECESSARY
9. Be able to read and understand any job related materials such as technical manuals, shop procedures and business correspondence and memos			
10. Be able to interpret material read and perform the necessary tasks correctly			
OTHER COMMENTS			

Program: Motorcycle Repair Technology

Manager: Arthur W. Hyland, Head
Department of Transportation
Mechanics Technology
Pensacola Junior College

The Motorcycle Repair program is a two-year AS degree curriculum with an intermediate certification after one-year at which time the student has acquired job-entry skills. The intermediate skill level is documented by the awarding of a Certificate of Occupational Competence in Motorcycle Repair. The student may elect to continue into the second year in a full-time status, or may approach the AS degree through part-time enrollment.

The program begins with the basic core courses of the auto mechanics program in order to give the entering students the basics of the mechanical trade. There are, as in the automotive mechanics program, related education courses needed to develop computational and reading skills for success through the following terms of the program via the use of the applied math course, the communications skills course, the occupational safety course, and the customer service course. Students are required to be tested with the California Achievement Test (CAT) Level V tests in reading and math and those scoring below 10.0 level on either test are placed in remedial labs as needed. A Grade Point Average of 2.0 is required for progress through the program.

The program is designed to train job entry technicians and as such relies heavily upon a rigorous theoretical foundation and extensive hands-on functioning in structured laboratory experiences. In addition, the AS graduate has been directed toward a career in middle management by the study of service operations and an extensive externship.

TERM I

NUMBER	COURSE	CREDITS
ENC 0101	Communication Skills	3
MAP 0101	Applied Mathematics I	3
CUR 0201	Customer Relations	3
OCS 0101	Occupational Safety	2
AUM 0201	Basic Auto Lab	4

TERM II

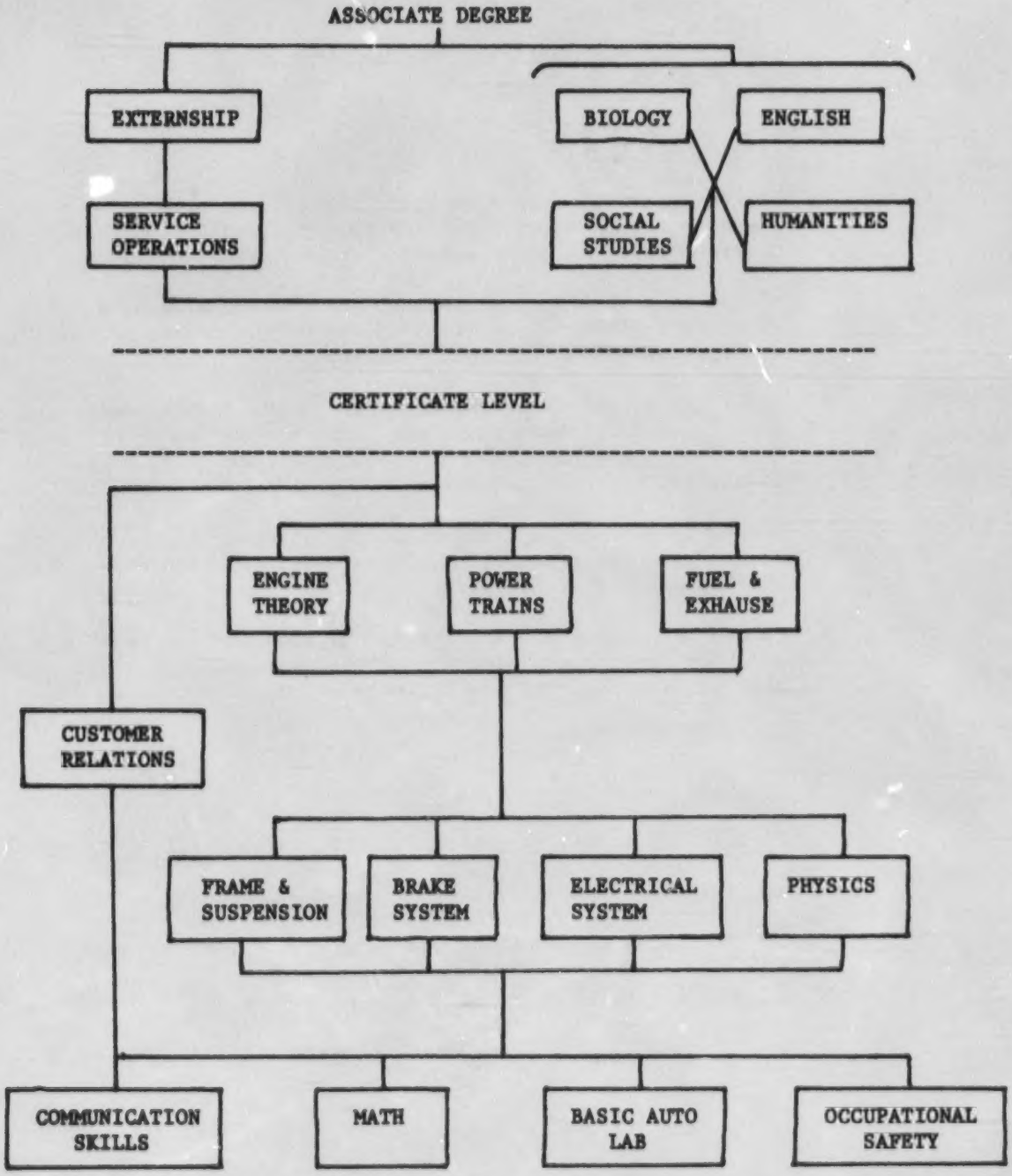
PHY 0101	Applied Physics	3
MOM 0101	Frame & Suspension	2
MOM 0102	Frame & Suspension Lab	2
MOM 0103	Brake System	2
MOM 0104	Brake System Lab	2
MOM 0105	Electrical System	2
MOM 0106	Electrical System Lab	2

TERM III

MOM 0111	Engine Theory	4
MOM 0112	Engine Theory Lab	4
MOM 0109	Power Trains	2
MOM 0110	Power Trains Lab	2
MOM 0107	Fuel & Exhaust Systems	2
MOM 0108	Fuel & Exhaust Systems Lab	2

TERM IV AND V

AUM 0218	Service Operations Theory	3
AUM 0117	Externship	4
... .	Social Studies	6
... .	Humanities	4
ENC	English	6
BSC	Biology	3


ASSOCIATE DEGREE
EXTERNSHIP
SERVICE OPERATIONS
BIOLOGY
ENGLISH
SOCIAL STUDIES
HUMANITIES
CERTIFICATE LEVEL
ENGINE THEORY
POWER TRAINS
FUEL & EXHAUSE
CUSTOMER RELATIONS
FRAME & SUSPENSION
BRAKE SYSTEM
ELECTRICAL SYSTEM
PHYSICS
COMMUNICATION SKILLS
MATH
BASIC AUTO LAB
OCCUPATIONAL SAFETY

MAJOR LEARNING OUTCOMES

MOTORCYCLE MECHANICS PROGRAM

Certificate Level

1. Placed in a real shop situation, the student will be able to diagnose the cause of a failure to any given system of the modern motorcycle under supervision with 100% accuracy.

2. Placed in a real shop situation, the student will be able to repair a failure to any given system of the modern motorcycle under supervision with 100% accuracy.

3. Placed in a real shop situation, the student will orally and in written form communicate the tasks and duties he has performed in the accomplishment of outcomes one (1) and two (2) to his/her peers and superiors.

4. Placed in a real shop situation, the student will be able to demonstrate satisfactorily interpersonal relationships with his/her peers and superiors.

5. Placed in a real shop situation, the student will be able to evaluate his/her contribution to the overall operation of the shop via the production efficiency method.

Associate of Science Level

1. Placed in a simulated dealership the student will be able to:

   a. develop a plan of management by objectives

   b. demonstrate a model of planning, budgeting, and evaluation

   c. propose solutions relating to personnel and management problems

   d. to identify the elements of a simplified bookkeeping system.

MAJOR LEARNING OUTCOMES

COURSE TITLE: Motorcycle Frame and Suspension Theory

COURSE NUMBER: MOM 0101

I. Given a specific model of motorcycle, the specifications of which are available, the student will be able to coordinate the principles of the frame and suspension system with 100% accuracy.

ACTIVITIES

A. Define the functions of the frame

B. Differentiate frame types

C. Describe frame components

D. Identify the various frame mountings

E. Differentiate types of wheels

F. Differentiate types of tires

G. Differentiate spoke patterns

H. Identify and differentiate front suspension systems

I. Describe rear suspension evolution

J. Define the function of the spring shock absorber

K. Describe shock absorber construction and operation

L. Correlate the joint function of the frame and suspension

M. Define motorcycle suspension geometry

II. Given a specific model of motorcycle, with verified symptoms, the student will predict the probable cause or causes of failure in the frame and suspension systems with 100% accuracy.

ACTIVITIES

A. Describe frame inspection procedure

B. Define methods of locating frame damage

C. Define types of frame damage

D. Define methods of correcting frame damage

E. Predict probable causes of frame failure

F. Define effects of out of balance tires

G. Define effects of untrue wheels

H. Define dampening rate

I. Define effects of misaligned forks

J. Define effects of fluid loss to front forks

K. Define spring rate of shock absorber

III. Given a word problem concerning a failure in the frame and suspension systems, the student will be able to solve by applying computation and/or deduction, and report orally or in written form, a probable solution chosen from a pertinent diagnostic chart with 100% accuracy.

ACTIVITES

A. Devise a diagnostic chart for the frame and suspension systems failures.

B. Solve word problems concerning failures and faults in the frame and suspension systems.

MAJOR LEARNING OUTCOMES

COURSE TITLE: Motorcycle Frame & Suspension Lab

COURSE NUMBER: MOM 0102

I. Placed in a simulated shop situation and given the pertinent manuals and equipment, the student will be able to diagnose the cause of failure to the frame and suspension systems of the motorcycle, under supervision, with 100% accuracy.

ACTIVITIES

A. Test steering dampening devices

B. Test and diagnose mounting provision failures

C. Inspect frame for failures

D. Test wheel for lateral run-out

E. Test wheel for radial run-out

F. Inspect spokes

G. Test front fork dampening rate

H. Test front fork alignment

I. Test rear spring/shock rate

J. Measure swing arm bushing wear

II. Placed in a simulated shop situation and given the pertinent manuals and equipment, the student will be able to correct a failure in the frame and suspension systems of the motorcycle, under supervision, with 100% accuracy.

ACTIVITIES

A. Adjust foot pegs

B. Straighten frame and reinforce

C. Brace and/or gusset known weak frame areas

D. Repair breaks and cracks in frame

E. Repair pressed steel frame

F. Balance motorcycle wheels and tires

G. True wheels

H. Replace wheel rim and lace spokes

I. Change and adjust grade of front fork fluid

J. Align front forks

K. Straighten bent forks

L. Replace fork seals

M. Replace spring/shock

N. Replace swing arms

O. Repair steering head

III. Placed in a simulated shop situation, the student will be able to communicate verbally or in written form, the tasks and duties he/she has performed in the accomplishment of Outcomes I and II to his/her classmates or instructor in understandable form.

ACTIVITES

A. Report activities performed in diagnosing and repairing frame failures

B. Report activities performed in diagnosing and repairing wheel problems

C. Report activities performed in diagnosing and repairing suspension problems

D. Report activities performed in diagnosing and repairing steering problems

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MAJOR LEARNING OUTCOMES

COURSE TITLE: Motorcycle Brake System Theory

COURSE NUMBER: MOM 0103

I. Given a specific model of motorcycle, the specifications of which are available, the student will be able to coordinate the principles of the brake system with 100% accuracy.

ACTIVITIES

A. Differentiate motorcycle brake types

B. State the mechanical function of components of single leading shoe configuration

C. State the mechanical function of components of the double leading shoe configuration

D. State the mechanical function of the disc brake configuration

E. Describe mechanical control systems

F. Describe hydraulic control systems

II. Given a specific model of motorcycle, with verified symptoms, the student will predict the probable cause or causes of failure in the brake system with 100% accuracy.

ACTIVITES

A. Describe brake inspection procedure

B. Describe adjustment methods

C. Define measurement procedures for drum and disc

D. Define hydraulic repair procedures

E. Describe repair procedures for cam actuator

MOM 0103 Major Learning Outcomes Cont'd

III. Given a word problem concerning a failure in the brake system, the student will be able to solve by applying computation and/or deduction, and report orally or in written form, a probable solution chosen from a pertinent diagnostic chart with 100% accuracy.

ACTIVITIES

A. Devise a diagnostic chart for brake system failures

B. Solve word problems concerning failures and faults in the brake system

MAJOR LEARNING OUTCOMES

COURSE TITLE: Motorcycle Brake System Lab

COURSE NUMBER: MOM 0104

I. Placed in a simulated shop situation and given pertinent manuals and equipment, the student will be able to diagnose the cause or causes of failure to the motorcycle brake system, under supervision, with 100% accuracy.

ACTIVITIES

A. Inspect and diagnose cause of failure in the single leading shoe system

B. Inspect and diagnose cause of failure in the double leading shoe system

C. Inspect and diagnose cause of failure in the hydraulic disc brake system

II. Placed in a simulated shop situation and given pertinent manuals and equipment, the student will be able to repair the cause or causes of failure in the motorcycle brake system, under supervision, with 100% accuracy.

ACTIVITIES

A. Repair drum brake system

B. Measure drum out of round

C. Adjust mechanical brake

D. Adjust disc brake caliper

E. Measure disc run out

F. Repair braking control and linkage

G. Recontour actuating cam

III. Placed in a simulated shop situation, the student will be able to communicate verbally or in written form the tasks and duties he/she has performed in the accomplishment of Outcome I and II to his/her classmates or instructor in understandable fashion.

ACTIVITIES

A. Report activities performed in diagnosing mechanical brake system

B. Report activities performed in repairing mechanical brake system

C. Report activities performed in diagnosing hydraulic brake system

D. Report activities performed in repairing hydraulic brake system

MAJOR LEARNING OUTCOMES

COURSE TITLE: Motorcycle Electrical System Theory

COURSE NUMBER: MOM 0105

I. Given a specific model of motorcycle, the specifications of which are available, the student will be able to coordinate the principles of the electrical system with 100% accuracy.

ACTIVITIES

A. Solve word problems concerning failures in the electrical sub-systems

B. Prepare a diagnostic chart for problems found in the electrical sub-systems

C. Compute circuit values for the different types of circuits

II. Given a specific model of motorcycle, with verified symptoms, the student will predict the probable cause or causes of failure in the electrical system with 100% accuracy.

ACTIVITIES

A. Predict probable causes of failure in the several types of charging systems

B. Predict probable causes of failure in the several types of ignition systems

C. Trace circuit through lighting system diagram

D. Predict probable causes of failure in the lighting system

E. Predict probable causes of failure in the cranking system

F. Predict probable causes of failure in the horn system

III. Given a word problem concerning a failure in the electrical system, the student will be able to solve by applying computation and/or deduction, and report orally or in written form a pertinent diagnostic chart with 100% accuracy.

ACTIVITIES

A. Define electrical terms

B. Apply Ohms law to circuit problems

C. Differentiate types of circuits

D. Differentiate types of charging systems

E. Identify components of charging systems

F. Identify electrical symbols

G. Differentiate wiring diagrams and skematics

H. Differentiate types of charging systems

I. State function of charging system components

J. Identify accessory systems

K. Identify the function of the various accessory systems

MAJOR LEARNING OUTCOMES

COURSE TITLE: Motorcycle Electrical System Lab

COURSE NUMBER: MOM 0106

I. Placed in a simulated shop situation and given the pertinent manuals and equipment, the student will be able to diagnose the cause of failures in the electrical system of the motorcycle, under supervision, with 100% accuracy.

ACTIVITIES

A. Demostrate Ohms law on circuit board with multi-meter

B. Test battery

C. Test alternator

D. Test magnets

E. Test regulators

F. Test D.C. generator

G. Test battery coil ignition system

H. Test magnito ignition system

I. Test electronic ignition system

J. Trace problems in the accessory system

II. Placed in a simulated shop situation and given the pertinent manuals and tools, the student will be able to correct failures in the electrical system of the motorcycle, under supervision, with 100% accuracy.

ACTIVITIES

A. Correct battery problems

B. Repair alternator charging system

C. Repair magnito charging system

D. Repair D.C. generator system

E. Repair battery coil ignition system

MOM 3106 Major Learning Outcomes Cont'd

F. Repair magnito ignition system

G. Repair electronic ignition system

H. Repair electrical accessory system

III. Placed in a simulated shop situation, the student will be able to communicate orally or in written form the tasks and duties performed in the accomplishment of Outcome I and II to his/her classmates or instructor in understandable form.

ACTIVITIES

A. Report activities performed in accomplishing Learning Outcome I

B. Report activities performed in accomplishing Learning Outcome II

MAJOR LEARNING OUTCOMES

COURSE TITLE: Motorcycle Fuel & Exhaust Systems Theory

COURSE NUMBER: MOM 0107

I. Given a specific model of motorcycle, the specifications of which are available, the student will be able to coordinate the principles of the fuel and exhaust systems with 100% accuracy.

ACTIVITIES

A. Devise diagnostic charts for the various fuel and exhaust systems failures

B. Solve word problems concerning the various fuel and exhaust systems problems

II. Given a specific model of motorcycle, with verified symptoms, the student will predict the probable cause or causes of failure in the fuel and exhaust systems with 100% accuracy.

ACTIVITIES

A. Define the principles of carburetion

B. Identify function of carburetor circuits

C. Differentiate types of carburetors used on modern motorcycles

D. Identify air cleaner types and functions

E. Diagram the complete fuel system

F. Identify four stroke types of exhaust systems

G. Identify two stroke types of exhaust systems

H. Explain scavenging action

I. Differentiate muffler types

III. Given a word problem concerning a failure in the fuel and exhaust systems, the student will be able to solve by applying computation and/or deduction and report orally or in written form a probable solution chosen from a pertinent diagnostic chart.

ACTIVITIES

A. Predict probable causes of starting problems

B. Predict probable causes of running problems

C. Predict carburetor synchronization problems

D. Predict fuel problems originating in tank and lines

E. Predict probable causes of four stroke exhaust system problems

F. Predict probable causes of two stroke exhaust system problems

MAJOR LEARNING OUTCOMES

COURSE TITLE: Motorcycle Fuel & Exhaust Systems Lab

COURSE NUMBER: MOM 0108

I. Placed in a simulated shop situation and given the pertinent manuals and equipment, the student will be able to diagnose the cause of failures in the fuel and exhaust systems of the motorcycle, under supervision, with 100% accuracy.

ACTIVITIES

A. Diagnose carburetor problems in starting

B. Diagnose carburetor problems in running

C. Diagnose fuel tank and line problems

D. Diagnose vacuum leaks in the fuel system

E. Diagnose two stroke exhaust system problems

F. Diagnose four stroke exhaust system problems

II. Placed in a simulated shop situation and given the pertinent manuals and tools, the student will be able to correct failures in the fuel and exhaust systems of the motorcycle, under supervision, with 100% accuracy.

ACTIVITIES

A. Repair fuel tanks

B. Repair or replace fuel valves

C. Repair or replace fuel lines

D. Replace types of air cleaners

E. Synchronize carburetors

F. Overhaul carburetors

III. Placed in a simulated shop situation, the student will be able to communicate orally or in written form the tasks and duties performed in the accomplishment of Outcome I and II to his/her classmates or instructor in understandable form.

ACTIVITIES

A. Report activities performed in diagnosing problems of the fuel system

B. Report activities performed in diagnosing problems of the exhaust system

C. Report activities performed in repairing the fuel system

D. Report activities performed in repairing the exhaust system

MAJOR LEARNING OUTCOMES

COURSE TITLE: Motorcycle Power Trains Theory

COURSE NUMBER: MOM 0109

I. Given a specific model of motorcycle, the specifications of which are available, the student will be able to coordinate the principles of the power trains with 100% accuracy.

ACTIVITIES

A. Identify types of primary drives

B. Define clutch design

C. Describe clutch function

D. Compute gear ratios

E. Differentiate transmission designs

F. Outline transmission lubrication syster

G. Identify chain drive components

H. Identify gear drive components

I. Correlate gear drive function

II. Given a specific model of motorcycle, with verified symptoms, the student will predict the probable cause or causes of failure in the power trains with 100% accuracy.

ACTIVITIES

A. Predict clutch malfunction causes

B. Predict gear primary drive failure causes

C. Predict chain primary drive failure causes

D. Predict clutch action failure causes

E. Predict transmission lubrication failure causes

F. Predict transmission mechanical failure causes

G. Predict causes of final drive failures

III. Given a word problem concerning a failure in the power trains, the student will be able to solve by applying computation and/or deduction, and report orally or in written form a probable solution chosen from a pertinent diagnostic chart with 100% accuracy.

ACTIVITIES

A. Devise a diagnostic chart for the power train

B. Solve word problems concerning failures in the systems of the power train

MAJOR LEARNING OUTCOMES

COURSE TITLE: Motorcycle Power Train Lab

COURSE NUMBER: MOM 0110

I. Placed in a simulated shop situation and given the pertinent manuals and equipment, the student will be able to diagnose the cause of failures in the power train system of the motorcycle, under supervision, with 100% accuracy.

ACTIVITIES

A. Diagnose problems in gear primary drive

B. Diagnose problems in chain primary drive

C. Diagnose clutch action problems

D. Diagnose transmission lubrication failure

E. Diagnose sliding gear transmission problems

F. Diagnose constant mesh transmission problems

G. Diagnose final shaft drive problems

H. Diagnose final chain drive problems

II. Placed in a simulated shop situation and given the pertinent manuals and tools, the student will be able to correct failures in the power train system of the motorcycle, under supervision, with 100% accuracy.

ACTIVITIES

A. Repair primary gear drive problems

B. Repair primary chain drive problems

C. Repair clutch problems

D. Repair transmission lubrication problems

E. Repair sliding gear transmission problems

MOM 0110 Major Learning Outcomes Cont'd

F. Repair constant mesh transmission problems

G. Repair final shaft drive problems

H. Repair final chain drive problems

I. Align final drive

J. Repair final cushion drive

III. Placed in a simulated shop situation, the student will be able to communicate orally or in written form the tasks and duties performed in the accomplishment of Outcome I and II to his/her classmates or instructor in understandable form.

ACTIVITIES

A. Report activities performed in achieving Learning Outcome I

B. Report activities performed in achieving Learning Outcome II

MAJOR LEARNING OUTCOMES

COURSE TITLE: Motorcycle Engine Theory

COURSE NUMBER: MOM 0111

I. Given a specific model of motorcycle, the specifications of which are available, the student will be able to coordinate the principles of the engine with 100% accuracy.

ACTIVITIES

A. Describe the principle of two stroke cycle operation

B. Describe reed valve function

C. Describe rotary valve function

D. Describe transfer port function

E. Apply displacement formula

F. Apply compression rate formula

G. Differentiate expansion rates of common engine materials

H. Describe the principle of four stroke cycle operation

I. List four stroke top end parts and define the function of each

J. Differentiate OHC and pushrod operation

K. Describe crankshaft designs and reciprocal function

L. Differentiate single and multi-cylinder designs

M. Describe engine lubrication systems

N. Differentiate types of engine lubricants

O. Differentiate lubrication systems

II. Given a specific model of motorcycle, with verified symptoms, the student will predict the probable cause or causes of failure in the engine with 100% accuracy.

ACTIVITIES

A. List the five major causes of top end failures in two stroke engines

B. Identify symptoms of failures caused by each of the above in two stroke engines

C. List the five major causes of top end failure in the four stroke engines

D. Identify symptoms of failure caused by each of the above in the four stroke engines

E. Compare two stroke and four stroke failure symptoms

F. List symptoms of lower end failure

G. Identify causes of failure in the lubrication system

III. Given a word problem concerning a failure in the engine, the student will be able to solve by applying computation and/or deduction, and report orally or in written form, a probable solution chosen from a pertinent diagnostic chart with 100% accuracy.

ACTIVITIES

A. Solve word problems dealing with upper end failures

B. Solve word problems concerning crankshaft failures

C. Solve word problems concerning lubrication systems

MAJOR LEARNING OUTCOMES

COURSE TITLE: Motorcycle Engine Lab

COURSE NUMBER: MOM 0112

I. Placed in a simulated shop situation and given the pertinent manuals and equipment, the student will be able to diagnose the cause of failures to the motorcycle engine, under supervision, with 100% accuracy.

ACTIVITIES

A. Perform compressor test and evaluate

B. Perform cylinder leakage test and evaluate

C. Categorize upper engine noise types

D. Test valve spring height

E. Measure piston to wall clearance

F. Locate crankcase leaks and determine cause

G. Categorize lower engine noise types

H. Evaluate used oil condition

II. Placed in a simulated shop situation and given the pertinent manuals and equipment, the student will be able to correct failures in the motorcycle engine, under supervision, with 100% accuracy.

ACTIVITIES

A. Hone cylinders and decarbonise

B. Remove engine

C. Remove cylinder head and inspect

D. Repair valve train

E. Chase spark plug hole threads

F. Repair cylinder and piston

MOM 0112 Major Learning Outcomes Cont'd

G. Adjust valves

H. Replace lower end seals

I. Disassemble lower end

J. Repair crankcase

K. Repair crankshaft

L. Align flywheel

M. Repair oil injection system

N. Repair oil pumps

III. Placed in a simulated shop situation, the student will be able to communicate orally or in written form, the tasks and duties he/she has performed in the accomplishment of Outcomes I and II to his/her classmates or instructor in understandable form.

ACTIVITIES

A. Report activities performed in diagnosing engine failures

B. Report activities performed in repairing engine failures

MAJOR LEARNING OUTCOMES

COURSE TITLE: Service Operation Theory

COURSE NUMBER: AUM 0218

I. Given a set of stated goals, the student will identify objectives in a logical manner that will permit the achievements of these goals in written and oral form.

ACTIVITIES

A. Define the goals of a service department

B. Differentiate goals and objectives

C. Formulate an acceptable list of service department objectives

D. Demonstrate the value of these objectives to goal achievement

II. Given a word problem concerned with human relations in the Service Department, the student will synthesize a solution which allows the achievements of the goals of long and short term profits. The student will report his findings both orally and in written form.

ACTIVITIES

A. Compile a list of human relations problems common to service departments

B. Identify solutions to these problems

C. Demonstrate the usefulness of these solutions in achieving department goals

III. Given the necessary forms and data, the student will compute the production efficiency of a Service Department for a one week period with 100% accuracy.

ACTIVITIES

A. Prepare a Daily Operating Control (DOC) Sheet

B. Enter transactions for one week

C. Evaluate individual technicians' performances

D. Compute production efficiency

AUM 0218 Major Learning Outcomes Cont'd

IV. Assuming a local dealership, the student will list and compute the investment in a single technicians work stall. From this he/she will solve for the daily turnkey expense for the stall. Results will be at least 80% accurate.

ACTIVITIES

A. List the equipment necessary to the operation of a specific technician's stall. List to include both shop-owned and technician-owned equipment

B. Determine the current cost of this equipment

C. Determine the daily turnkey expense of that stall

MAJOR LEARNING OUTCOMES

COURSE TITLE: Externship

COURSE NUMBER: AUM 0117

I. Placed in a real shop situation, the student will demonstrate punctuality, reliability, enthusiasm, motivation and ambition to the satisfaction of the instructor and shop supervisor.

ACTIVITIES

A. Demonstrate personality traits conducive to employment

B. Participate in weekly evaluation process

C. Demonstrate personal and technical growth by maintaining a high degree of interpersonal relationships with personnel of assigned dealership

II. Placed in a real shop situation, the student will produce works of sufficient quality and quantity to be acceptable to the instructor and shop supervisor.

ACTIVITIES

A. Following instructions of the assigned shop superior

B. Produce work as directed

C. Demonstrate ability to produce quality work with little or no direct supervision

III. Placed in a real shop situation, the student will develop and maintain satisfactory interpersonal relationships with personnel of the dealership to which he/she is assigned to the satisfaction of the instructor and shop supervisor.

ACTIVITIES

A. Develop satisfactory interpersonal relationships with dealership personnel

B. Maintain those relationships

MAJOR LEARNING OUTCOMES

COURSE TITLE: Basic Automotive Lab

COURSE NUMBER: AUM 0201

I. Placed in a simulated shop situation, the student will demonstrate the practices of safe operation in the shop in all cases.

ACTIVITIES

A. Watch safety film

B. Tour laboratory facility

C. Define student responsibility

D. Use floor jack

E. Use lift

F. Practice hand tool safety

G. Practice use of creeper

H. Prevent or avoid electrical shock

I. Handle spills safely

J. Handle solvents safely

K. Practice safety with vaporizing liquids

L. Use the oxy-acetylene torch safely

M. Demonstrate respect for fellow students

N. Practice of good clothing & grooming habits

O. Demonstrate respect for equipment safety zones

P. Succeed in practical test of safe practices

Q. Succeed in written test of safe practice knowledge (multiple choice)

II. Placed in a simulated shop situation, the student will locate, trace and identify the various systems and components of the modern automobile with 100% accuracy.

ACTIVITIES

A. Locate and name the external parts of a car

B. Identify the way or systems of the car

C. Name and locate the components of the engine systems

D. Name and locate the components of the car electrical system

E. Name and locate the components of the drive train system

F. Name and locate the components of the steering suspension and brake systems

G. Name and locate the components of the heating and air conditions systems

H. Trace the major systems of the car

I. Succeed in the written test

J. Succeed in the practical test

III. Given a group of hand tools, the student will identify each one using correct terminology and state a probable use with 100% accuracy.

ACTIVITIES

A. Demonstrate proper care and handling of tools

B. Identify types and uses of screw drivers and pliers

C. Identify types and uses of hammers, punches and chisels

D. Identify types and uses of files, hacksaws, scrapers and brushes

E. Identify types and uses of open-end, box and multispline wrenches

F. Identify types and uses of sockets, socket extensions and adapters and socket drive handles

G. Identify types and uses of portable drills and twist drills

H. Identify types and uses of taps, dies and thread restorers

AUM 0201 Major Learning Outcomes Cont'd

I. Identify types and uses of flaring and tubing tools

J. Identify types and uses of pullers

K. Identify types and uses of grinders

L. Identify types and uses of torque wrenches

M. Identify types and uses of impact and air wrenches and air hammers

N. Identify types and uses of following special purpose tools:

1. cooling system tools
2. battery tools
3. brake tools
4. lubrication tools
5. tune-up tools
6. engine tools
7. air conditioning tools

O. Succeed in written test

P. Succeed in practical test

IV. Given automotive parts, pertinent service manuals and precision measuring instruments, the student will measure those parts and compute specification variation to 90% accuracy.

ACTIVITIES

A. Demonstrate proper storage, care and handling of measuring tools

B. Read the steel rule and tape and identify its uses

C. Identify the uses of feeler guages, wire guages and straight edges

D. Read and identify the uses of the vernier caliper

E. Read the outside micrometer and identify its uses

F. Read the inside micrometer and identify its uses

G. Set up, read and identify uses of the dial indicator

H. Identify the uses of the small hole and telescoping guages

I. Identify factors affecting measurement and measuring devices

J. Succeed in written test of the selection and use of measuring devices

K. Succeed in practical test of the selection and use of measuring devices

V. Given a soldering gun, solder, flux and wire or sheet metal, the student will produce a satisfactory solder joint.

Given an oxyacetylene torch, rods of the proper material and parent metals, the student will cut, braze, and weld the parts to be waterproof and crack free.

ACTIVITIES

A. Define soldering

B. Identify types and uses of flux

C. Prepare metals for soldering

D. Prepare soldering iron

E. Demonstrate soldering

F. Identify safety equipment and procedures used in oxyacetylene work

G. Perform brazing and braze welding with proper torch setting and tip

H. Perform gas welding with proper parents, rods, tips and torch regulation

I. Perform oxyacetylene cutting with proper equipment and torch regulation

J. Succeed in practical test

K. Succeed in written test

VI. Given a group of fasteners, the student will identify each one as to type, tensile strength rating, and probable use to 100% accuracy.

ACTIVITIES

A. Identify the difference between bolts, screws and studs

B. State bolt and screw terminology and identify tensile strength

C. Differentiate thread types

D. Identify types of machine and self-tapping screws

E. Identify types and uses of bolts and studs

F. Use penetrants properly and remove broken bolts, screws and studs

G. Identify types and uses of nuts

H. Identify types and uses of locking devices

I. Identify types and uses of miscellaneous other fasteners

J. Demonstrate cause and effect of torqueing

K. Apply torque and tightening sequences

L. Succeed in written test

M. Succeed in practical test

VII. Given a modern automobile, the proper equipment, manuals and/or charts, the student will change oil, oil filter, and lubricate the chasis to factory specifications while performing all pertinent corrections and/or adjustments.

ACTIVITIES

A. Differentiate the various types of engine lubricants, gear lubricants, and other fluids necessary to proper and safe automobile operation

B. Locate and identify lubrication procedure for a modern automobile using a service manual or lubrication chart

C. Change oil and filter from crankcase and operationally test for leaks

D. Locate lubrication points and lubricate chasis

AUM 0201 Major Learning Outcomes Cont'd

E. Check and correct all fluid levels

F. Service the car battery

G. Check radiator and heater hoses and all drive belts

H. Check condition of air cleaner and service as needed

I. Succeed in practical test

Department of Transportation Mechanics

Pensacola Junior College

We are attempting to identify the expected job-entry competencies for a motorcycle repair person. We would appreciate your response to the list of tasks found below, by indicating the value you would place upon each.

MOTORCYCLES	NECESSARY	DESIRABLE	UNNECESSARY
Brakes and Suspension			
1. Identify brake parts			
2. Disassemble, inspect, and reassemble drum brake unit			
3. Identify master cylinder parts			
4. Remove, disassemble, inspect, reassemble, and replace master cylinder			
5. Bleed and adjust hydraulic disc brake system			
6. Remove and replace a rim			
7. Lace a wheel			
8. True a wheel			
9. Replace spokes			
10. Service wheel bearings and related parts			
11. Static balance a wheel			
12. Change hydraulic fluid in the forks			
13. Disassemble, inspect, check, and reassemble telescoping hydraulic fork			
14. Check and adjust rear shock absorbers			
15. Remove, check, service, and install rear swing assembly			

MOTORCYCLES

ENGINES

	NECESSARY	DESIRABLE	UNNECESSARY
1. Change engine oil and filter			
2. Service crankcase breather			
3. Remove, clean, and replace air cooling parts			
4. Pressure test the cooling system			
5. Remove, check and replace thermostat			
6. Remove, check and replace a waterpump			
7. Remove and replace a radiator			
8. Remove, inspect and replace V-belts			
9. Test antifreeze solution			
10. Inspect, adjust and repair an air vane governor			
11. Repair components of a mechanical governor, internal			
12. Inspect and adjust external components of a mechanical governor with internal flyweights			
13. Inspect, adjust and repair centrifugal governor with external governor unit			
14. Remove, service and replace two cycle exhaust system components			
15. Disassemble a four-stroke cycle engine			
16. Inspect and service a cylinder			
17. Inspect and service the piston, rings and connecting rod			
18. Inspect and service a crankshaft assembly			
19. Service a multi-piece crankshaft assembly			
20. Inspect and service a valve assembly			
21. Reassemble a four-stroke cycle engine			

MOTORCYCLES

ENGINE CONT'D	NECESSARY	DESIRABLE	UNNECESSARY
22. Disassemble, inspect and service a two-stroke cycle engine			
23. Service a multi-piece crankshaft			
24. Reassemble a two-stroke cycle engine			
25. Check and adjust the injection pump control cable			
26. Bleed an oil injection system			
27. Remove, inspect and install an overhead camshaft			
28. Adjust a tensioning device			
COMMENTS:			

MOTORCYCLES

TUNE-UP	NECESSARY	DESIRABLE	UNNECESSARY
1. Remove, service, and replace spark plugs			
2. Remove and replace contact points and condenser			
3. Test coil, condenser, armature, and flywheel magnets			
4. Test and adjust a solid state ignition system			
5. Check and adjust ignition timing			
6. Remove and replace generator			
7. Disassemble, check, and reassemble generator			
8. Remove and replace alternator			
9. Disassemble, check, and reassemble alternator			
10. Remove, disassemble, test, service, reassemble and replace a starter			
11. Replace starter rewind spring			
12. Service an air cleaner			
13. Remove and replace a carburetor			
14. Service float type carburetor			
15. R & R a fuel pump			
16. Test and service a fuel pump			
17. Service sediment bowl fuel strainer			
18. Disassemble, service, and reassemble a slide valve carburetor			
19. Adjust idle speed and misture on a slide valve carburetor			
COMMENTS:			

MOTORCYCLES

POWER TRAIN	NECESSARY	DESIRABLE	UNNECESSARY
1. Inspect and measure chain and sprockets			
2. Adjust chain tension and alignment			
3. Clean and lubricate chain			
4. Check wheel tracking alignment			
5. Remove, disassemble and inspect final drive unit			
6. Reassemble and adjust final drive unit			
7. Remove and inspect drive shaft			
8. Install drive shaft and final drive unit			
9. Remove and disassemble a centrifugal clutch			
10. Inspect and measure the parts of a centrifugal clutch			
11. Reassemble and replace a centrifugal clutch			
12. Adjust a centrifugal clutch			
13. Remove and disassemble a multiplate clutch			
14. Inspect and measure clutch parts for wear and damage			
15. Reassemble and install a multiplate clutch			
16. Adjust a clutch to specifications			
17. Remove, disassemble, inspect and reinstall a single plate clutch			
18. Remove and disassemble a constant mesh transmission			
19. Inspect, reassemble and install a constant mesh transmission			
20. Adjust a constant mesh transmission			
21. Remove, inspect, service and replace a pawl ratchet kickstarter			

MOTORCYCLES

ELECTRICAL SYSTEM	NECESSARY	DESIRABLE	UNNECESSARY
1. Test D.C. charging rate			
2. Test alternator charging and lighting coils output			
3. Test stator assembly, rectifiers and regulators			
4. Bench test field coils, stator assembly and rectifier			
5. Check and adjust voltage regulator			
6. Adjust ignition timing with dial indicator and ohmmeter			
7. Adjust ignition timing with reference marks			
8. Check ignition timing and advance with timing light and tachometer			
9. Test energy transfer system for continuity and grounds			
10. Test exciter and ignition coils			
11. Test ignition coil			
12. Trace starter circuits on a wiring diagram			
13. Test starter circuits			
COMMENTS:			

MOTORCYCLES

BASIC AUTO LAB	NECESSARY	DESIRABLE	UNNECESSARY
1. Safety standards			
2. Personal safety			
3. Identify and locate systems of a car			
4. Identify and locate major components of car systems			
5. Indicate a knowledge of functions of each major component			
6. Identify fastener grades and type			
7. Apply proper torque and sequence			
8. Measure with vernier caliper			
9. Measure with an outside and inside micrometer			
10. Set up and measure with a dial indicator			
11. Care of tools and equipment			
12. Care of car being worked on			
13. Solder wire and sheetmetal			
14. Weld and cut with oxy-acetylene			
15. Steam clean components			
COMMENTS:			

Program: Registered Nursing

Manager: Betty A. Allen, Head
Department of Nursing
Pensacola Junior College

The Registered Nursing (RN) program at Pensacola Junior College requires five (5) semesters, 24 months for completion. The graduate receives an Associate of Science degree and is qualified to take state licensure examinations to become a registered nurse. The graduate is prepared to work as a beginning practitioner of nursing, under supervision, within health agencies. The graduate is competent to care for patients' needs and carry out medical orders within the framework of a supervised program of health care. The graduate of this program is able to:

1. Utilize the nursing process.

2. Assess basic human needs as they exist in nursing situations.

3. Plan nursing intervention based upon the assessment of patient needs and knowledge of scientific principles.

4. Implement nursing care plan with skills that demonstrate principles.

5. Evaluate the degree of effectiveness of the nursing intervention.

6. Communicate effectively and form meaningful interpersonal relationships with patients and others.

7. Assess own strengths and weaknesses to become self directive in personal and professional growth.

8. Accept responsibility for continuing education, updating skills, and accountability.

9. Function within the framework of professional and ethical behavior.

The RN program articulates with the Practical Nursing (PN) program. In so doing, the commonality of the two are matched in such a way as to permit the licensed PN to enter the RN curriculum with advanced standing. The generic RN curriculum and The PN-RN curriculum are shown on subsequent pages.

GENERIC RN CURRICULUM

CURRICULUM FOR NURSING STUDENTS ENTERING IN AUGUST

A variation of this program is used for those students beginning the program in January.

FRESHMAN YEAR--TERM I

NUMBER	COURSE	CREDITS
APB 1190	Anatomy and Physiology	3
APB 1190L	Anatomy and Physiology Lab	1
DEP 2002	Human Growth and Development	3
HUN 1201	Nutrition	3
NUR 1040	Fundamentals of Nursing	4
NUR 1040L	Fundamentals of Nursing Lab	4
		18

TERM II

APB 1191	Anatomy and Physiology II	4
ENC 1101	English Composition I	3
SOC 2000	Sociology	3
NUR 1201	Nursing of Adults I	2
NUR 1201L	Nursing of Adults I Lab	3
NUR 1310	Psychiatric/Mental Health I	1
NUR 1310L	Psychiatric/Mental Health I Lab	2
		18

TERM III-A

NUR 1202	Nursing of Adults II	2
NUR 1202L	Nursing of Adults II Lab	3
		5

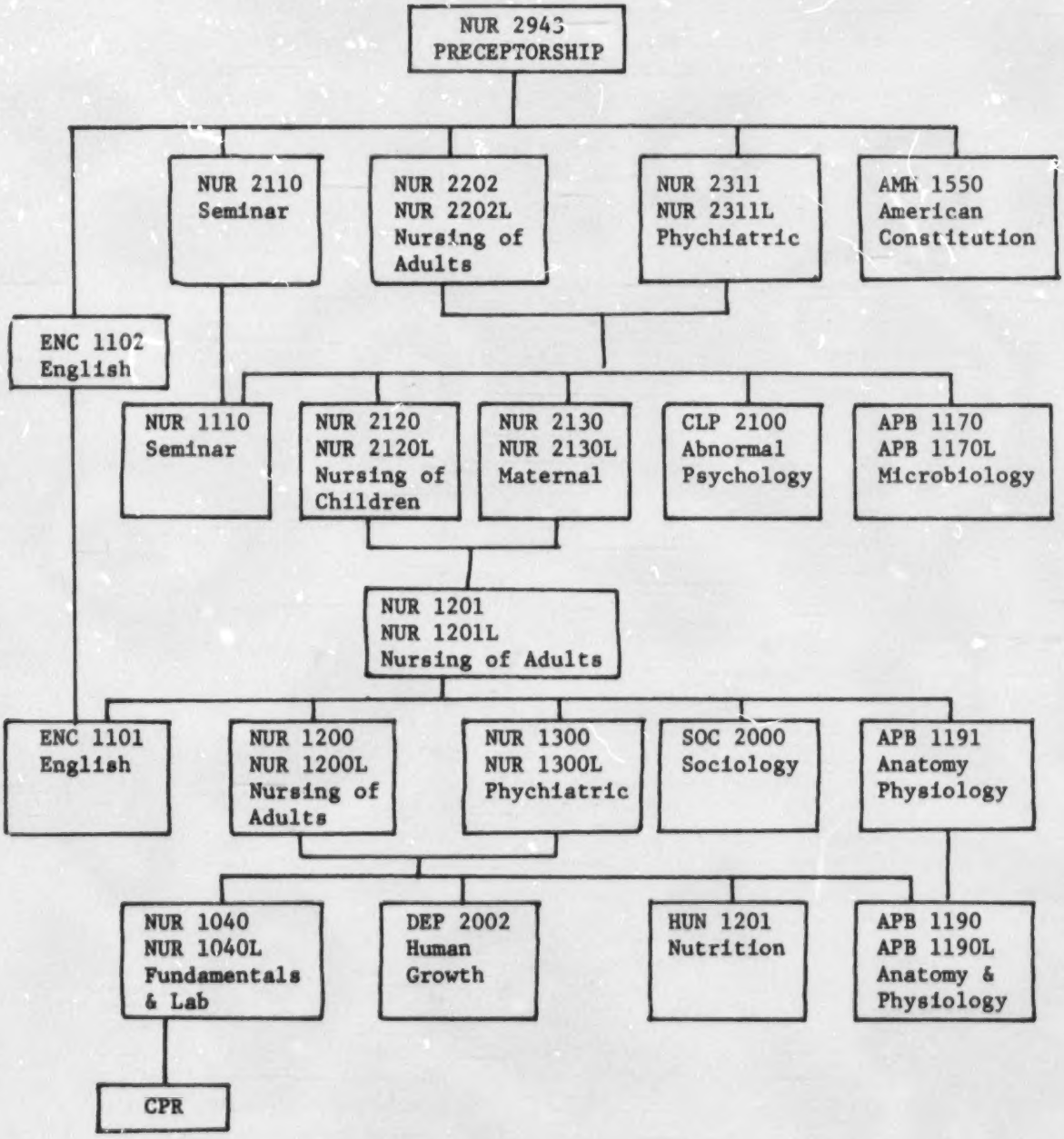
SOPHOMORE YEAR--TERM I

APB 1170	Microbiology	3
APB 1170L	Microbiology Lab	1
AMH 1550	American Constitution	1
CLP 2100	Abnormal Psychology	3
NUU 1110	Nursing Problems Seminar	1
NUR 2130	Maternal-Infant and Womanhealth	2
NUR 2130L	Maternal-Infant and Womanhealth Lab.	2
NUR 2102	Nursing of Children	2
NUR 2120L	Nursing of Children Lab	2
		17

TERM II

ENC 1102	English Composition	3
NUU 2112	Nursing Problems Seminar	1
NUR 2202	Nursing of Adults III	2
NUR 2202L	Nursing of Adults III Lab	2
NUR 2311	Psychiatric/Mental Health Nursing II	2
NUR 2311L	Psychiatric/Mental Health Nursing II Lab.	2
NUR 2943	Preceptorship in Nursing	4
		16

GENERIC RN PROGRAM MAP



ARTICULATED PN-RN CURRICULUM

THE RN COMPONENT

The following courses are prerequisite to this program: APB 1190 Anatomy and Physiology, 3 credits;APB 1190L Anatomy and Physiology Lab, 1 credit; DEP 2002 Human Growth and Development, 3 credits; HUN 1201 Nutrition, 3 credits; APB 1191 Anatomy and Physiology II, 4 credits; and ENC 1101 English Composition I, 3 credits.

TERM III-B

NUMBER	COURSE	CREDITS
PRN 0616	Transition Course (8 hours a day, 1 day a week for 6 weeks).....	2

TERM I

NUR 1201	Nursing of Adults II.....	2
NUR 1201L	Nursing of Adults II Lab.....	3
NUR 1310	Psychiatric/Mental Health I.....	1
NUR 1310L	Psychiatric/Mental Health I Lab.....	2
NUR 1110	Nursing Seminar.....	1
APB 1170	Microbiology.....	3
APB 1170L	Microbiology Lab.....	1
SOC 2000	Sociology.....	3
		16

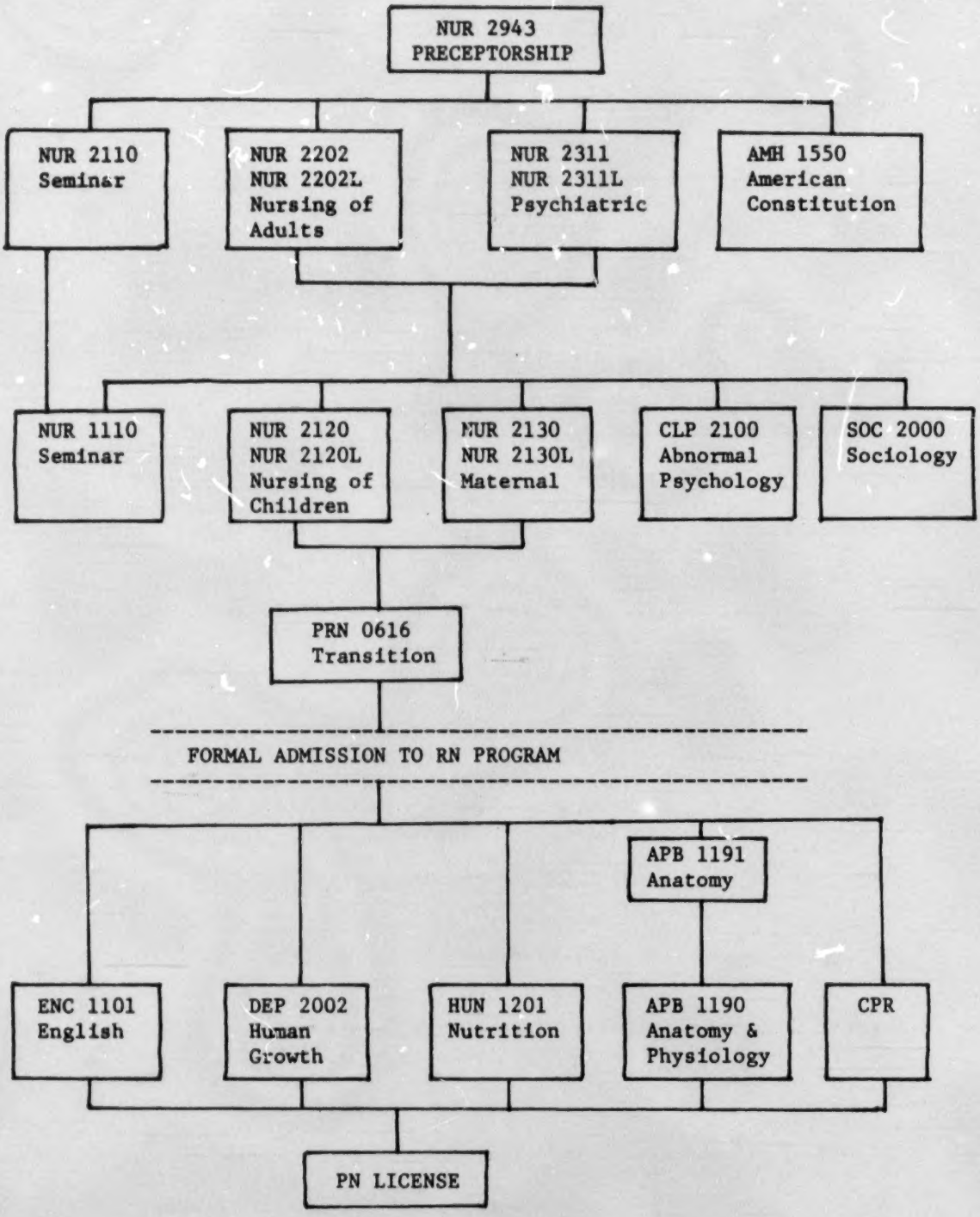
TERM II

NUR 2120	Nursing of Children.....	2
NUR 2120L	Nursing of Children Lab.....	2
NUR 2130	Maternal-Infant and Womanhealth.....	2
NUR 2130L	Maternal-Infant and Womanhealth Lab.	2
NUR 2112	Nursing Seminar.....	1
ENC 1102	English Composition II.....	3
AMH 1550	American Constitution.....	1
CIP 2100	Abnormal Psychology.....	3
		16

TERMS III-A AND III-B

NUR 2202	Nursing of Adults III.....	2
NUR 2202L	Nursing of Adults III Lab.....	2
NUR 2311	Psychiatric/Mental Health II.....	2
NUR 2311L	Psychiatric/Mental Health II Lab....	2
NUR 2943	Preceptorship in Nursing.....	4
		12

PN-RN PROGRAM MAP



MAJOR LEARNING OUTCOMES

ASSOCIATE DEGREE REGISTERED NURSING PROGRAM

1. Carries out responsibilities delegated by the professional nurse or physician.
2. Provides care for persons who have been identified as being ill or in need of diagnostic evaluation or who have acute and chronic illnesses that are common and well-defined.
3. Recognizes and prevents secondary complications common to illnesses.
4. Assume major responsibility for the development, implementation, and evaluation of the nursing care plan.
5. Initiates innovative individualized nursing interventions for providing care for the patient, family, and community.
6. Assumes major responsibility for health teaching.
7. Intervenes therapeutically in acute anxiety and stress states.
8. Understands complex physical aspects of natural science focusing upon basic cell physiology, physiological defense mechanism and integration of physiological processes.
9. Utilizes medical terminology relating to health and disease.
10. Understands basic concepts related to selected classifications of psychosocial behavior and the underlying dynamics of these kinds of behaviors (common neurotic behavior, withdrawn behaviors, behaviors related to distrust, behaviors related to feelings of worthlessness, behaviors related to feelings of elation).
11. Utilizes the nursing process within the dimension of level knowledge base.
12. Demonstrates fundamental knowledge of language and therapeutic communications.
13. Plans for and guides the direct participation of a limited number of others involved in care of patients on a day-to-day basis.
14. Assumes responsibility for individual nursing actions.
15. Participates in established institutional emergency plans.
16. Performs nursing measures with accuracy, safety, and efficiency, consistent with current nursing concepts and practices.

LEVEL III: ASSOCIATE DEGREE NURSE

The Level III practitioner is prepared to demonstrate the following competency skills which have been adapted from Associate Degree Nursing Education: Assumptions and Competencies for Entry to Practice, Florida Department of Education, Division of Vocational Education, 1977.

A. Safety

1. Maintains a safe environment.
2. Exercises appropriate physical control (e.g., protective restraints).
3. Carries out medical asepsis (e.g., transmission control, skin prep).
4. Carries out surgical asepsis (e.g., wound care, gowning and gloving).
5. Uses proper body mechanics for self and patient.
6. Recognizes changes in patient's condition and intervenes as necessary.
7. Prepares and cares for patients undergoing diagnostic tests and procedures.
8. Cares for surgical patients (preoperatively and postoperatively).
9. Checks blood products for proper identification.
10. Recognizes and reports transfusion reactions.
11. Functions in appropriate role in fire and disaster procedures.
12. Performs safely basic therapeutic and preventive nursing procedures in giving individualized care.

B. Hygienic Care

1. Administers and/or supervises oral and dental care.
2. Administers and/or supervises skin care.
3. Administers and/or supervises care of the hair, hands, and feet (e.g., shampoo hair, nail care).
4. Administer and/or supervises patient bath (e.g., bedbath, tub bath, Sitz bath, shower or whirlpool bath).
5. Shaves or assists with shaving of male patient's face.

C. Activity and Rest

1. Make beds (e.g., occupied, unoccupied, surgical).
2. Maintains body alignment (e.g., includes positioning and use of devices to maintain alignment).
3. Directs and assists with ambulation.
4. Directs and assists with transfer activities.
5. Maintains immobilization (e.g., casts, traction, splints, special beds and frames).
6. Maintains supports (e.g., slings, bandages, binders).
7. Teaches and supervises use of assistive devices (e.g., canes, crutches, walkers, braces).
8. Administers, teaches, and supervises activities of daily living including range of motion.

D. Nutrition

1. Assesses nutritional status.
2. Assists with feeding.
3. Administers gastric gavage.
4. Assists in maintenance of hyperalimentation.
5. Incorporates diet therapy in patient care.

E. Elimination

1. Inserts, irrigates, and removes tubes (e.g., rectal, urinary, levine).
2. Performs continuous and intermittent bladder irrigations.
3. Collects specimens (e.g., urine, sputum, stool, gastric).
4. Gives enemas.
5. Identifies and removes fecal impactions.
6. Participates in bladder and bowel retraining.
7. Performs ostomy care.
8. Anticipates elimination problems and intervenes appropriately.

F. Respiration

1. Positions patient for optimum ventilation.
2. Maintains patient airway.
3. Suctions (e.g., oral nasal, or via tracheostomy or endotracheal tubes).
4. Administers resuscitation:
   a. introduces oropharyngeal airway
   b. uses Heimlich maneuver and CPR techniques
5. Cares for tracheostomy (e.g., cuffed and uncuffed).
6. Cares for chest tubes.
7. Positions for postural drainage.
8. Supervises coughing and deep breathing exercises.

G. Medications and Specific Therapeutics

1. Applies heat and cold treatments:
   a. heat lamps
   b. ice cap
   c. ice collar
   d. hot water bottle
   e. sterile compresses
   f. cradle
   g. electric hot water pack
   h. moist heat and cold

2. Prepares and administers medications safely for patients of all ages, as prescribed by the physician so as to maintain asepsis, prevent tissue damage, and complications which could arise from the way in which the medications were prepared and administered.
   a. oral medications
   b. topical medications
   c. parenteral medications (including piggyback I.V. and secondary I.V.'s).

G. Medications and Specific Therapeutics (Cont'd)

d. inhalant medications
e. suppositories
f. nose, eye, and ear drops
g. instillations

3. Adds medications to I.V.'s according to established policy.
4. Administer oxygen using prescribed method (e.g., mask, catheter, cannula).
5. Utilizes oxygen analyzer to correctly determine oxygen concentration in isolate or neonatal environment.
6. Administers therapeutic baths (e.g., Sitz, alcohol).
7. Assists with common diagnostic and therapeutic procedures (e.g., thoracentesis, lumbar puncture, or paracentesis).
8. Performs veinpunctures for I.V. infusion on a training arm.

H. Assessment

1. Measures, monitors, and records:
   a. temperature
   b. pulse
   c. respiration
   d. blood pressure
   e. weight
   f. body measurement

2. Observes, monitors, and records:
   a. skin color and temperature
   b. level of consciousness (e.g., orientation, pupillary reaction)
   c. secretions and excretions
   d. intake and output
   e. results of specified tests

3. Recognizes and intervenes in life-threatening situations.
4. Identifies and intervenes in deviations from normal behavior.
5. Times contractions and monitors fetal heart tones.

I. Communication

1. Initiates and maintains individualized nursing care plan.
2. Communicates observations in both oral and written language.
3. Identifies and interprets verbal and nonverbal communication.
4. Utilizes therapeutic communication skills (e.g., interviewing, health teaching, clarification or information).
5. Interacts constructively with other health team members as the patient advocate.
6. Participates in the referral process to health and/or social agencies.
7. Initiates health teaching of patient and his family.

NUR 1040 FUNDAMENTALS OF NURSING
NUR 1040L FUNDAMENTALS OF NURSING LAB

The nursing student should be able to demonstrate understanding on objective tests, with 70% accuracy, of the nursing process, drug categories, the phenomenon of pain, tissue healing, respiratory integrity, diagnostic testing, and chronic and terminal illness.

Given a patient assignment and utilizing the five (5) steps of the nursing process, the student should be able to develop and carry out a plan of care to meet the activities of daily living needs of one patient in a four-hour period.

In a simulated situation, the student should be able to demonstrate the critical elements, with 100% accuracy, of the following nursing skills:

Straight and foley catheterization
Irrigation of catheter
Application of heat and cold
Collection of specimens
Application of TED hose
Sterile dressings
Sterile glove technique
Enema and douche
Z-tract I.M.

Given a patient assignment, the student should be able to demonstrate, with 100% accuracy, the critical elements of the following nursing skills:

Handwashing - medical asepsis
Catheter care
Intramuscular injections
Intake and output
Unsterile dressings
Bed bath
Oral Medication
Vital signs

Given an assignment to administer medication, the student will complete a drug card for each medication that identifies the brand name, generic name, normal range of dosage, drug action, therapeutic use, side effects, contraindications, and nursing implications with 100% accuracy.

Using the prepared drug card, the student will be able to administer the correct dose of the correct medication to the correct patient using the correct route at the correct time with 100% accuracy.

The nursing student will demonstrate, with 70% accuracy, professional responsibility, growth, and appearance by planning and carrying out patient care, by verbal communication with the instructor and staff, by written communication through recording on the patient's records, and by adhering to the Department dress code.

NUR 1200 NURSING OF ADULTS I
NUR 1200L NURSING OF ADULTS I LAB

The nursing student should be able to demonstrate understanding on objective tests, with 70% accuracy, of problems of immobilization, altered consciousness, chronic neurological conditions, endocrine-hormonal balance, uncontrolled cellular growth, fluid, electrolyte and pH balance.

In a simulated situation, the student should be able to demonstrate the critical elements, with 100% accuracy, of the following nursing skills:

Tracheostomy suctioning and cleansing
Isolation technique
Computing qH factor for I.V. flasks
Colostomy care
Hanging I.V. flasks

Given a patient assignment, the student will be able to demonstrate the critical elements, with 100% accuracy, of the following nursing skills:

Foley and straight catheterizations
Testing for sugar and acetone in the urine
Gavage

Given a list of drugs which affect the central nervous system, the student will be able to explain the uses of and the contraindications for the use of each drug on the list.

Given a patient assignment and using the Glasgow coma scale, the student should be able to make a beginning neurological assessment (levels of consciousness, pupillary signs, vital signs) with 80% accuracy.

Given an assignment to a patient with diabetes, the nursing student will be able to assess short-term and long-term complications in circulatory, neurological, and dermatological response, with 70% accuracy, in an eight-hour period.

Given an assignment to a geriatric patient in a four-hour period, the student will be able to develop and carry out a plan that will meet the activities of daily living needs related to the special problems of aging in the nursing home environment.

The nursing student should be able to describe, with 70% accuracy, the theories of causes, the treatment for, and the tissues involved in cancer.

NUR 1310 PSYCHIATRIC/MENTAL HEALTH I
NUR 1310L PSYCHIATRIC/MENTAL HEALTH I LAB

The student should be able to demonstrate, with 70% accuracy on objective tests, knowledge of the theories of personality development, the role of defense mechanisms, the concept of anxiety, the treatment approaches, and neurotic/psychophysiological disorders.

The nursing student will be able to demonstrate the use of self therapeutically by establishing and achieving limited goals for one psychiatric patient assigned in a four-hour period.

The nursing student will demonstrate, with 80% accuracy, knowledge of therapeutic and non-therapeutic communications through the use of interpersonal process recording.

Given a list of psychotopic drugs, the nursing student will complete a drug card for each drug that identifies the brand name, generic name, normal range of dosage, drug action, therapeutic use, side effects, contraindications, and nursing implications with 100% accuracy.

The student will demonstrate understanding of the concept of anxiety by recognizing and identifying anxiety in both self and the patient in a one-to-one relationship with a psychiatric patient.

NUR 1201 NURSING OF ADULTS II
NUR 1201L NURSING OF ADULTS II LAB

The nursing student should be able to demonstrate, with 70% accuracy on objective tests, understanding of common problems encountered as pathophysiologic changes (including shock) occur in adults with disorders of respiration, cardiovascular and peripheral vascular system, renal, gastrointestinal, biliary, and hepatic systems.

In a simulated situation, the student will be able to demonstrate, with 100% accuracy, the critical elements of hyperalimentation and chest drainage.

Given an assignment to two (2) adult patients, the student will be able to demonstrate assessment and judgement skills by assessing the individual patient based on medical and nursing diagnosis, correlating results of diagnostic tests with norms, intervening using data base as criteria, and recording findings and actions on the legal document.

Given a patient situation which required administration of intravenous fluids and medications, the student will be able to demonstrate, with 100% accuracy, the critical elements of I.V. therapy by computing the drop factor and dosage, determining the compatibility of the components, administering the prescribed fluid and/or drugs via I.V. push or additive solution, and assessing the intravenous site for signs of local and/or systemic complications.

Given a list of drugs affecting the autonomic nervous system, the student will be able to explain the uses of and the contrairdications for the use of each drug on the list.

NUR 2130 MATERNAL-INFANT AND WOMAN HEALTH
NUR 2130L MATERNAL-INFANT AND WOMAN HEALTH LAB

The student should be able to demonstrate, with 70% accuracy on objective tests, understanding of human reproduction potential, pregnancy, labor and delivery, postpartum, woman health, and problems that interfere with the maternity cycle.

The student will be able to demonstrate competency in the care of the prenatal patient by:

A. Assessing the physical and emotional status in relationship to the gestational period (first, second, third trimester); and
B. Developing a plan of care that includes counseling and teaching relating to personal hygiene, nutrition, common gastro-intestinal problems, shortness of breath, rest, activity, exercise, and clothing.

Given a selected patient assignment, the student will be able to recognize and report signs and symptoms indicating complications (preeclampsia, bleeding, and infection) of pregnancy with 80% accuracy.

Given a selected patient assignment, the student will be able to demonstrate knowledge of labor and delivery by: (1) assessing and recording the patient's status as she progresses through the stages of labor with 75% accuracy; (2) timing labor contractions with 100% accuracy; and (3) coaching labor patient through breathing techniques with 100% accuracy.

In selected patient assignments involving electronic fetal heart monitoring, the student will be able to demonstrate competency by implementing emergency interventions such as administration of oxygen and positional changes during labor.

In a simulated situation, the student will be able to apply an infant cord tie with 100% accuracy.

The student will be able to demonstrate knowledge of postpartum care by assessing the condition of the fundus, lochia, breast, bladder, and bowel and intervening when necessary (fundus massage, catheterizations, enema).

The student will assess the learning level of a selected postpartum patient for self care and infant care, and implement a teaching program based on this assessment with 80% accuracy.

The student will be able to demonstrate knowledge of the newborn by assessing and recording heart and respiratory rates with 100% accuracy.

The student will demonstrate competency in the care of the newborn by performing the critical elements of an admission assessment and admission bath with 100% accuracy.

The student will demonstrate understanding of the medical, surgical, and menopausal problems affecting the patient with gynecological problems by identifying and implementing a plan of care to meet the emotional and teaching needs of selected patients with 80% accuracy.

NUR 2120 NURSING OF CHILDREN
NUR 2120L NURSING OF CHILDREN LAB

The nursing student should be able to demonstrate understanding on objective tests, with 70% accuracy, of basic concepts of the care of hospitalized children, special problems of childhood (child abuse; mental, emotional, and physical handicaps), common medical and surgical problems of childhood.

In the hospital situation, the nursing student will demonstrate, with 100% accuracy, the critical elements of the following nursing skills:

Personal hygiene
Measuring vital signs (use of doppler, varying sizes of blood pressure cuffs, rectal temperature, apical pulse)
Feeding adaptations

In selected patient assignments and utilizing the nursing process, the student will demonstrate knowledge of normal growth and development by developing and carrying out a plan of care based on the developmental level of the individual child.

The student will demonstrate knowledge of the importance of play and recreational therapy both to the child's development and his adjustment to illness and hospitalization by planning activities for selected children based on individual needs and developmental levels.

The student will be able to demonstrate competency, with 100% accuracy, in the administration of medications to children by computing and preparing pediatric dosage, selecting appropriate site for an intramuscular injection, and administering medication to an assigned patient.

The student will demonstrate competency, with 100% accuracy, in the administration of intravenous fluids by connecting the pediatric buretral, monitoring and recording hourly on the I.V. flow sheet, and computing the drop factor using the mini-drip infusion set to an assigned patient.

The student will demonstrate competency in computing pediatric dosage by passing a pediatric dosage mathematics test, with 90% accuracy, in no more than two attempts.

NUR 2311 PSYCHIATRIC/MENTAL HEALTH II
NUR 2311L PSYCHIATRIC/MENTAL HEALTH II LAB

The student should be able to demonstrate understanding, on objective tests with 70% accuracy, of the dynamics of withdrawal, suspicious behavior, neurosis, depressive and manic behavior, and substance abuse.

The student will demonstrate knowledge of the action of psychotropic drugs by assessing and recording the modified behavior of the individual patient related to drug therapy with 80% accuracy.

The student will demonstrate understanding of the concept of stress, its effects on body organs, and the need for recovery by developing and implementing a plan for health teaching for selected patients.

When assigned to community mental health agencies, the student will demonstrate understanding of the goals and functions of the specific agency by writing an evaluation of the experience gained there.

When assigned to the mental health unit, the student will be able to identify and function in the roles of counselor, creator of the therapeutic environment, socializing agent, technician, and health teacher with 70% accuracy.

The nursing student will be able to apply the steps of the nursing process to lessen anxiety in the selected psychiatric patient with 70% accuracy.

NUR 2202 NURSING OF ADULTS III
NUR 2202L NURSING OF ADULTS III LAB

The student should be able to demonstrate understanding on objective tests, with 70% accuracy, of disorders of urinary function, male reproduction, musculoskeletal injuries, neurological and dermatological dysfunction, and disorders of the eye, ear, nose, and throat of the adult patient.

In a simulated situation, the student will be able to triage the victims and demonstrate emergency interventions by role playing.

In the hospital situation, the student should be able to develop and carry out an individualized nursing care plan based on medical and nursing diagnosis for two (2) adult patients utilizing the five (5) steps of the nursing process.

In an eight-hour assignment to the hospital, the student should be able to assist a team leader by assigning and directing team members in the care of twelve (12) patients.

Given a patient assignment, the student will be able to demonstrate, with 100% accuracy, the critical elements for nasopharyngeal, indotracheal, and tracheostomy suctioning, bladder irrigations, and irrigation and packing of wounds.

In a simulated situation, the student will be able to demonstrate, with 100% accuracy, the critical elements of surgical asepsis by gowning, gloving, and setting up a sterile field.

Given an assignment to a patient in traction, the student will be able to assess the correct "set-up" of traction equipment and alignment, utilize the safety measures in lifting and moving, releasing and reapplying the weights, and intervene with the necessary skin care with 80% accuracy.

Given a selected orthopedic patient assignment, the student will be able to apply and remove corrective devices such as braces with 100% accuracy.

Given a follow-through patient, the student will be able to demonstrate, with 70% accuracy, skills in pre- and post-operative care by preparing the patient for surgery (bladder, bowel, N.P.O., surgical garb) and assessing the patient post-operatively for pain level, bladder discomfort, fluids, pupillary, motor, and sensory response.

Given a patient assignment, the student will be able to perform a neurological, peripheral, and musculoskeletal nursing assessment with 80% accuracy.

NUR 2943 PRECEPTORSHIP IN NURSING

The student should be able to demonstrate confidence in the transition from student to graduate role by giving total care to at least four (4) patients in an eight-hour period (on all three shifts) under the direction of preceptors rather than instructors.

NUU 1110 SEMINAR A
NUU 2112 SEMIANR B

The student will be able to demonstrate knowledge of the major issues affecting the nursing profession in the modern world through group work, discussions in the classroom, and participation in community activites.

PROGRAM: PRACTICAL NURSING

PROGRAM MANAGER:

Margaret A. McCurdy, Head
Department of Medical Health Education
Pensacola Junior College

The Practical Nursing Program is traditionally designed to be accomplished in one year of full-time study. The graduate is prepared to give safe nursing care under the supervision of a professional nurse or physician. His/her training for the competency skills of a beginning practitioner includes safety, direct patient care and treatments, medications, communications, and management functions. The Licensed Practical Nurse is employed in hospitals, nursing homes, physicians' offices and nursing health agencies.

At Pensacola Junior College two curriculums are available--the PN and the PN-RN. Both lead to a Certificate of Occupational Competence in Practical Nursing and eligibility for PN licensure at the end of one year. The PN-RN curriculum, however, utilizes the knowledge and skills acquired by the PN graduate to articulate into the RN curriculum with advanced standing. As such, he/she has a means of financial support at the end of a year, and can work part-time while attending RN courses or can work full-time for an interval thus gaining financially and in nursing skills prior to beginning the RN component.

JUNE CLASS -- PN TRACT

MEDICAL HEALTH DEPARTMENT
PRACTICAL NURSING PROGRAM

COURSE NUMBER	COURSE	WEEKLY HOURS	CLASS HOURS	LAB HOURS	CLINIC HOURS	TOTAL HOURS	TOTAL CREDITS
	TERM III-B - 6 weeks						
PRN 0101	Vocational Adjustments I	3.5	21	-	-	21	1
PRN 0601	Personal, Family & Community Health	4.0	24	-	-	24	1
PRN 0203	Fundamentals of Nursing I	9.7	29	29	-	58	3
PRN 0102	Body Structure and Function	7.5	45	-	-	45	3
PRN 0606	Medical Terminology	5.3	32	-		32	2
		30.0	151	29	0	180	10
	TERM I - 16 weeks						
PRN 0603	Fundamentals of Nursing II	5.6	45	44	-	89	4
PRN 0605	Interpersonal Relationships for Nursing	1.0	16	-	-	16	1
PRN 0617	Clinical Nursing I	6.8	--	-	108	108	3
ENC 0100	English, Interim Studies	3.0	48	-	-	48	3
PRN 0210	Medications	3.4	30	24	*	54	3
PRN 0607	Introduction to Medical/Surgical Nursing	2.2	33	3	-	36	2
PRN 0604	Life Span	2.8	45	-	-	45	3
PRN 0602	Nutrition and Diet	3.0	48	-	-	48	3
PRN 0608	Medical/Surgical Nursing I	2.2	36	-	-	36	2
		30.0	301	71	108	480	24
	TERM II - 16 weeks						
PRN 0611	Medical/Surgical Nursing II-U	7.1	114	-	-	114	8
PRN 0622	Clinical Nursing II-U	22.9	--	-	366	366	11
		30.0	114	0	366	480	19
	TERM III-A - 6 weeks						
PRN 0614	Medical/Surgical Nursing III-U	6.0	36	-	-	36	2
PRN 0628	Clinical Nursing III-U	24.0	--	-	144	144	5
		30.0	36	0	144	180	7
	TOTALS FOR PROGRAM----------		602	100	618	1320	60

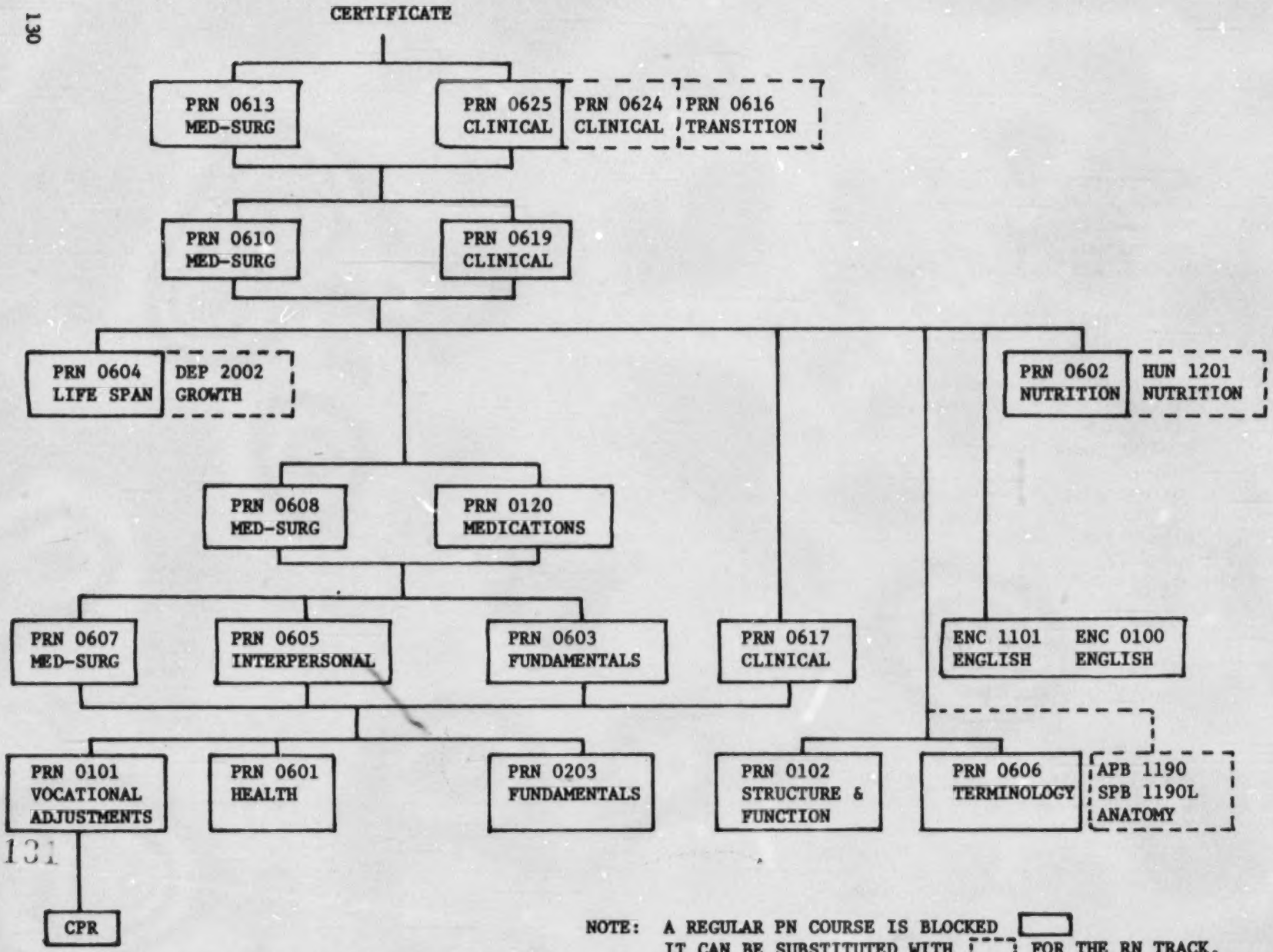
*distributed throughout clinical

JUNE CLASS -- RN TRACT

MEDICAL HEALTH DEPARTMENT
PRACTICAL NURSING PROGRAM

COURSE NUMBER	COURSE	WEEKLY HOURS	CLASS HOURS	LAB HOURS	CLINIC HOURS	TOTAL HOURS	TOTAL CREDITS
	TERM III-B - 6 weeks						
PRN 0101	Vocational Adjustments I	3.5	21	-	-	21	1
PRN 0601	Personal, Family & Community Health	4.0	24	-	-	24	1
PRN 0203	Fundamentals of Nursing I	9.7	29	29	-	58	3
APB 1190	Anatomy and Physiology	7.5	45	-	-	45	3AC
APB 1190L	Anatomy and Physiology Lab	5.3	--	32	-	32	1AC
		30.0	119	61	0	180	5 4AC
	TERM I - 16 weeks						
PRN 0603	Fundamentals of Nursing II	5.6	45	44	-	89	4
PRN 0605	Interpersonal Relationships for Nursing	1.0	16	-	-	16	1
PRN 0617	Clinical Nursing I	6.8	--	-	108	108	3
ENC 1101	English Composition	3.0	48	-	-	48	3AC
PRN 0210	Medications	3.4	30	24	*	54	3
PRN 0607	Introduction to Medical/Surgical Nursing	2.2	33	3	-	36	2
DEP 2002	Human Growth & Development	2.8	45	-	-	45	3AC
HUN 1201	Elements of Nutrition	3.0	48	-	-	48	3AC
PRN 0608	Medical/Surgical Nursing I	2.2	36	-	-	36	2
	*distributed throughout clinical	30.0	301	71	108	480	15 9AC
	TERM II - 16 weeks						
PRN 0611	Medical/Surgical Nursing II-U	7.1	114	-	-	114	8
PRN 0622	Clinical Nursing II-U	22.9	--	-	366	366	11
		30.0	114	0	366	480	19
	TERM III-A - 6 weeks						
PRN 0614	Medical/Surgical Nursing III-U	6.0	36	-	-	36	2
PRN 0626	Clinical Nursing III-B	18.0	--	-	108	108	4
PRN 0616	Transitional Course	6.0	36	-	-	36	2
		30.0	72	0	108	180	8
	TOTALS FOR PROGRAM		606	132	582	1320	47 13AC

THE ABOVE STUDENTS TRANSFER INTO THE RN DEPARTMENT



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NOTE: A REGULAR PN COURSE IS BLOCKED ▭
IT CAN BE SUBSTITUTED WITH ⬚ FOR THE RN TRACK.

MAJOR LEARNING OUTCOMES OF THE PROGRAM

The Practical Nurse needs knowledge of basic health care and the ability to apply and adjust this knowledge to the care needs for the individual patient. Upon completion of this program the graduate, with job-entry competency, will be able to:

1. Carry out responsibilities delegated by the professional nurse or physician.
2. Utilize the nursing process within the dimension of the level knowledge base.
3. Understand theoretical basis for physical and psychosocial aspects of nursing.
4. Perform nursing measures with accuracy, safety, and efficiency, consistent with current nursing concepts and practices.
5. Maintain or improve the working environment by cooperating with health team members.
6. Recognize level limitations and functions within this framework.
7. Account for individual nursing actions.
8. Contribute to the development, implementation, and evaluation of the nursing care plan in meeting patient needs.
9. Practice basic principles of fundamental language and therapeutic communications.
10. Obtain pertinent information and data as necessary with assistance from clinical records and reference books.
11. Participate in health teaching of patients.
12. Recognize the importance of ethics in the role of the health care provider by respecting patient rights and holding in confidence all information entrusted.
13. Understand and apply gross aspects of natural sciences.
14. Utilize medical terminology relating to health and disease.
15. Participate in established institutional emergency plans.

LEVEL II: PRACTICAL NURSE

The Level II practitioner is prepared to demonstrate the following competency skills which have been adapted from Licensed Practical Nurse, Florida Department of Education, Division of Vocational Education, 1978:

A. Supervised Management Functions

1. Conducts a patient census.
2. Develops a patient care plan.
3. Fills out charge slips.
4. Makes work assignments in selected situations.
5. Orients new employees.
6. Practices evacuation procedures.
7. Secures patient's valuables.

B. Safety

1. Maintains a safe environment.
2. Carries out medical asepsis (e.g., handwashing, transmission control, skin prep).
3. Carries out surgical asepsis (e.g., wound and burn care, gowning and gloving, setting up sterile field).
4. Uses proper body mechanics for self and patient.
5. Recognizes changes in patient's conditions and reports and intervenes as necessary.
6. Intervenes in situations that may be detrimental to the patient.
7. Assists patients in the safe usage of assistive devices (e.g., canes, braces, walkers, crutches).
8. Adjusts bed and siderails for patient safety.
9. Participates in established emergency and evacuation plans.
10. Exercises appropriate physical control (e.g., protective restraints).
11. Prepares and cares for patients undergoing diagnostic tests and procedures.
12. Cares for surgical patients (preoperatively and postoperatively).
13. Performs safely basic therapeutic and preventive nursing procedures in giving individualized care.
14. Recognizes the importance of using correct intravenous solutions at the rate prescribed by the physician.
15. Recognizes measures needed to prevent intravenous infiltration.
16. Recognizes and reports transfusion reactions.

C. Hygienic Care

1. Administers and/or supervises oral and dental care.
2. Administers and/or supervises skin care.
3. Administers and/or supervises care of the hair, hands, and feet (e.g., shampoo hair, nail care).

LEVEL II: PRACTICAL NURSE

C. Hygienic Care Cont'd

4. Administers and/or supervises patient bath (e.g., bedbath, tub bath, Sitz bath, shower, or whirlpool bath).
5. Shaves or assists with shaving of male patient's face.

D. Activity and Rest

1. Makes beds (e.g., occupied, unoccupied, surgical).
2. Maintains proper body alignment (e.g., includes turning, positioning, and use of devices to maintain alignment).
3. Assists patient with range of motion exercises.
4. Moves a patient between stretcher and bed using the three person lift and/or transfer sheet.
5. Prepares patient for therapeutic and diagnostic procedures.
6. Directs and assists with ambulation.
7. Directs and assists with transfer activities.
8. Maintains immobilization (e.g., casts, traction, splints, special beds and frames).
9. Maintains supports (e.g., slings, bandages, binders).
10. Assists with supervision and teaching of use of assistive devices (e.g., canes, braces, walkers, crutches).
11. Administers, teaches, and supervises activities of daily living.
12. Instructs patient in coughing and deep breathing exercises.
13. Demonstrates incidental health teaching during rountine care.
14. Collects nose and throat specimens for culture.
15. Cares for the newborn infant (e.g., bathes, dresses, feeds, dresses circumcision).
16. Administers care according to priority goals in performing individualized nursing care.
17. Performs nursing care with accuracy, safety, and efficiency, consistent with current nursing concepts and practices.

E. Nutrition

1. Assesses nutritional status.
2. Assists with feeding patient.
3. Administers gastric gavage.
4. Incorporates diet therapy in patient care.
5. Observes, measures, and reports food and fluid intake.

F. Elimination

1. Inserts, irrigates and removes tubes for level knowledge base (e.g., rectal, urinary, levine).
2. Performs continuous and intermittent bladder irrigations.

F. Elimination Cont'd

3. Collects specimens (e.g., urine, sputum, stool, gastric).
4. Prepares and gives enemas.
5. Identifies and removes fecal impactions.
6. Participates in bladder and bowel retraining.
7. Performs ostomy care.
8. Assists patient in use of bedpan, urinal, bedside commode chair and/or assists patient to bathroom.
9. Anticipates elimination problems and intervenes appropriately.
10. Observes, measures, and records urinary output.
11. Test urine for sugar and acetone.

G. Respiration

1. Positions patient for optimum ventilation.
2. Maintains patient airway.
3. Suctions (e.g., oral, nasal, or via tracheostomy or endotracheal tubes).
4. Administers resuscitation:
   a. Uses Heimlich maneuver and CPR techniques.
   b. Introduces oropharynegeal airway in certain instances.
5. Cares for tracheostomy (e.g., cuffed and uncuffed).
6. Cares for chest tubes.
7. Positions for postural drainage.
8. Supervises coughing and deep breathing exercises.

H. Medications and Specific Therapeutics

1. Applies heat and cold treatments:
   a. heat lamps
   b. ice caps and/or ice collars
   c. hot water bottles and/or heating pads
   d. sterile compresses
   e. cradle
   f. electric hot water pack
   g. moist heat and cold compresses or soaks
2. Prepares and administers medications safely for patients of all ages, as prescribed by the physician so as to maintain asepsis, prevent tissue damage, and complications which could arise from the way in which the medications are prepared and administered:
   a. oral medications
   b. topical medications
   c. parenteral medications within level knowledge base.
   d. inhalant medications
   e. suppositories
   f. ear, eye, and nose drops or ointments
   g. instillations and insertions
3. Monitors and regulates intravenous infusions according to established policy.
4. Administers oxygen using prescribed method (e.g., mask, cannula, catheter).
5. Administers therapeutic baths (e.g., Sitz, tepid sponge bath).

H. Medications and Specific Therapeutics Cont'd

6. Prepares patients for and assists with physical examination.
7. Assists with common diagnostic and therapeutic procedures (e.g., thoracentesis, lumbar puncture, or paracentesis).
8. Irrigates a wound.
9. Assists with unit admission and discharge procedures (including inventory of personal belongings).
10. Applies sterile dressings and bandages.
11. Applies burn dressings.
12. Administers perineal care and vaginal douches.
13. Administers post-mortem care.
14. Applies anti-embolic stockings.
15. Follows proper isolation technique to:
    a. set up an isolation unit
    b. don and remove gown, mask, and gloves
    c. serve and remove diet tray
    d. dispose of soiled materials
    e. conduct terminal disinfection.

I. Assessment

1. Measures, monitors, and records:
    a. temperature
    b. pulse
    c. respiration
    d. blood pressure
    e. weight and/or height
    f. body measurements.
2. Observes, monitors and records:
    a. skin color and temperature
    b. level of consciousness (e.g., orientation, pupillary reaction)
    c. secretions and excretions
    d. intake and output
    e. results of specified tests.
3. Recognizes and intervenes in life-threatening situations.
4. Identifies and intervenes in deviations from normal behavior.
5. Times contractions and monitors fetal heart tones.
6. Recognizes and reports obvious deviations from normal.

J. Communication

1. Communicates observations in both oral and written language.
2. Identifies and interprets verbal and nonverbal communication.
3. Assists in initiating and maintaining individualized nursing care plans.
4. Utilizes therapeutic communication skills (e.g., interviewing, health teaching, clarification or information).

LEVEL II: PRACTICAL NURSING

J. Communication Cont'd

5. Interacts constructively with other health team members as the patient advocate.
6. Seeks guidance from appropriate person in evaluating care given and making necessary adjustments.
7. Records nursing care and changes in health status.
8. Records history by patient interview.
9. Prepares incident reports, requisitions for equipment or supplies.
10. Identifies overt learning needs of patient and family.
11. Completes release or consent forms.
12. Participates in the referral process to health and/or social agencies.
13. Participates in health teaching of patient and his family.

MAJOR LEARNING OUTCOMES

PRN 0101 Vocational Adjustments I — **1 Technical Credit**

In this first course in the program, the student is oriented to the practical nursing occupation. Upon completion of this course the student, with at least 70% accuracy on an oral or written examination, will be able to:

1. discuss practical nursing education and historical events in nursing.
2. describe the dual role of the Practical Nurse and appropriate relationships of health occupational personnel.
3. discuss the ethical and legal aspects of nursing and licensure laws.

PRN 0601 Personal, Family and Community Health — **1 Technical Credit**

With at least 70% accuracy and upon completion of this course, the student will demonstrate a knowledge of good health personally and for the family and the community by:

1. recognizing and describing normal hygiene and health habits that improve and maintain good physical, mental and emotional health.
2. identifying public and private health agencies.
3. discussing control of public health problems such as communicable diseases, drug addiction, and alcoholism.

PRN 0203 Fundamentals of Nursing I — **3 Technical Credits**
PRN 0603 Fundamentals of Nursing II — **4 Technical Credits**

Given adequate opportunity to participate in classroom instruction and supervised nursing laboratory experiences, the student with 77% accuracy will be able to:

1. identify and apply the principles and techniques basic to safe nursing practice.
2. demonstrate modifications of nursing practice to accomdate varying degrees of dependency.
3. demonstrate beginning skills in carrying out commonly ordered diagnostic and therapeutic measures.

MAJOR LEARNING OUTCOMES CONT'D

PRN 0605 Interpersonal Relationships for Nursing 1 Technical Credit

As a result of successfully participating in the course, the student, with 70% accuracy, will demonstrate an increased awareness of the interrelationships of emotions and physical health by:

1. recognizing the basic concepts of personality development and mental mechanisms used to deal with problems.
2. communicating effectively and identifying barriers to interaction.
3. observing and correctly reporting the patient's behavior and progess.
4. relating to patients and responding to them in a manner conducive to alleviating their anxieties.
5. performing satisfactorily in the clinical setting, as evidenced by satisfactory performance evaluations of interpersonal relationships with patients, co-workers and staff.
6. becoming aware of programs and agencies in the community available to give needed guidance in Mental Health.

PRN 0607 Introduction to Medical/Surgical Nursing 2 Technical Credits

With learning experiences in the basic care of adult patients, the student will, upon completion of this course, with 70% accuracy be able to:

1. describe the nurse's role in assisting the patients to meet their emotional, spiritual, and physical needs.
2. differentiate between illnesses and the indicated care, to include inflammation, infection, allergies, isolation, care of I.V.'s, and oxygen therapy.
3. demonstrate and identify pre-operative and post-operative care, including measures used to prevent complications.
4. describe the effect of cancer on the body, examinations used to detect it, various types of treatment, and emotional support of the patient and his family.
5. demonstrate and identify priorities and treatment in emergency care, proper care in cardiac and respiratory injuries, and competency in CPR.

MAJOR LEARNING OUTCOMES CONT'D

PRN 0210 Medications — 3 Technical Credits

Upon completing both classroom and supervised laboratory experiences with a course average of 77%, the Practical Nursing student will be able to:

1. recognize the source of common drugs, various types of drug preparations, and medication terminology.
2. demonstrate knowledge of laws, controls, and responsibilities involved in drug administration.
3. recognize different reactions to drugs.
4. recognize various drug classifications and their reactions.
5. compute correctly prescribed doses of drugs and solutions.
6. administer safely oral and injectable medications.

PRN 0102 Body Structure and Function — 3 Technical Credits

Upon completion of this course designed to provide the student with a basis to recognize changes in patient's conditions, and with grade average of 70%, the student will be able to:

1. describe correctly the general design of the normal human body from the basic cell to the unified whole, including cells, tissues, organs, systems, cavities, and the location of each.
2. identify the nine body systems, and state correctly the normal function of each system according to information given in the textbook assignments.
3. use a selected list of anatomical terms in speaking and writing.
4. apply knowledge of basic anatomy and physiology when administering safe, effective nursing care.

PRN 0606 Medical Terminology — 2 Technical Credits

As an outcome of this course the student, with 70% accuracy, will be able to:

1. analyze many medical words and build a larger medical vocabulary from this base.
2. pronounce, spell and give the meaning of these words.
3. use a medical dictionary and glossary to verify spelling, pronunciation, and meaning or words.
4. use these words in relation to structure, function, diseases of the body, and charting.

MAJOR LEARNING OUTCOMES CONT'D

PRN 0602 Nutrition and Diet — 3 Technical Credits

The student will, upon completion of this course, obtain knowledge of basic nutritional requirements for personal and family health, and with at least 70% accuracy on oral and written tests, be able to:

1. plan a menu from the Basic Four Food Groups meeting the needs of a family witha limited income and a varied age range.
2. identify outward signs of adequate and inadequate nutrition.
3. indicate the seven nutrients and good sources of each.
4. compare caloric values of carbohydrates, fats, and proteins and sources of each.
5. indicate knowledge of proper purchasing, cooking, storing, and serving of various foods.
6. recognize various therapeutic diets, types of foods allowed on each, and when these diets might be ordered.

PRN 0604 Life Span — 3 Technical Credits

This course gives learning experiences in the development and care of an individual throughout his/her life, by observation at child care centers, and by clinical experiences in nursing homes or convalescent centers. With 70% accuracy and satisfactory clinical performance the student will demonstrate knowledge of Growth and Development, and of the Geriatric patient, by:

1. recognizing the various stages of growth and development and the emotional, physical, and social needs of each stage.
2. distinguishing between desirable and undesirable patterns of growth and development.
3. describing the interrelationship between health, learning, and emotional maturity.
4. recognizing factors that affect the development of good acceptance, and protective measures.
5. recognizing the physical, mental, and emotional needs and changes experienced by the aging individual.
6. identifying safety measures, nursing care techniques and adaptations, and rehabilitative approaches needed in caring for the elderly person.

MAJOR LEARNING OUTCOMES CONT'D

PRN 0608 Medical/Surgical Nursing I — 2 Technical Credits

With 70% accuracy, the student after completing this course will be able to:

1. give specific nursing care of patients with respiratory disorders by assessing symptoms, diagnostic procedures, and medications.
2. care for male and female patients with disorders of their genital organs.
3. apply knowledge of anatomy and physiology, body mechanics, and orthopedic equipment while caring for patients with disorders of the musculoskeletal system.

PRN 0610 Medical/Surgical Nursing II — 4 Technical Credits
PRN 0613 Medical/Surgical Nursing III — 6 Technical Credits

Upon completion of these courses, with varied sequencing of theory units, and with 70% accuracy, the student will be able to use the nursing process to:

1. care for the urological patient, using specific treatments and diagnostic procedures.
2. recognize symptoms of endocrine disorders and assist this patient to the maximum physical and psychosocial balance.
3. use knowledge and practices, including medications and surgical measures, to assist a patient with circulatory problems.
4. give safe nursing care, including diagnostic procedures, assessment and medications, of patients with digestive disorders.
5. assess the neurological patient and perform nursing measures to enable him/her to achieve as near normal functions as possible.
6. prevent, treat and rehabilitate skin disorders, irritations, and injuries, especially those of a burned patient.
7. assess and care for patients with eye and ear problems.
8. understand children, their growth and development and their mental, social and emotional responses to various diseases and disorders.
9. meet the physical and psychosocial needs of the mother during her pregnancy and delivery, and those of her newborn child.

The student is also guided in his/her preparation for licensing, employment, and continuing education as a practical nurse in the unit titled Vocational Adjustments II.

MAJOR LEARNING OUTCOMES CONT'D

PRN 0617 Clinical Nursing I	3 Technical Credits
PRN 0619 Clinical Nursing II	4 Technical Credits
PRN 0624 Clinical Nursing III	11 Technical Credits

In these courses the student will apply his/her knowledge and skills in a hospital setting, under a clinical instructor. Assignments will be rotated to obtain experiences to correspond with the theory classes in Medical/Surgical Nursing, and to satisfy state licensure requirements. Exact sequencing of experiences will vary. Upon completion of these courses the student will receive satisfactory performance evaluations indicating safe nursing care.

PRN 0616 Transitional Course — 2 Technical Credits

Upon completion of this last course the RN Tract student will be able to, with 70% accuracy:

1. recognize the differences in the roles of the PN and the RN.
2. become proficient in treatments not included in the job description for a practical nurse.
3. demonstrate a greater understanding of some areas, such as fluid and electrolyte balance, not taught to the PN student.

Reports on Competency-Based Education Projects

at

Pensacola Junior College

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A Report for the Entry-Level Project
for Selected Vocational Programs, 1978
ERIC ED 178 133

The Identification and Evaluation of
Job Entry Competencies, 1979
ERIC ED 180 521

Competency-Based Occupational Programs:
Identification, Structuring and Evaluation, 1980
ERIC ED 201 760

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